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ANNEX



DOCUMENTS

OF THE

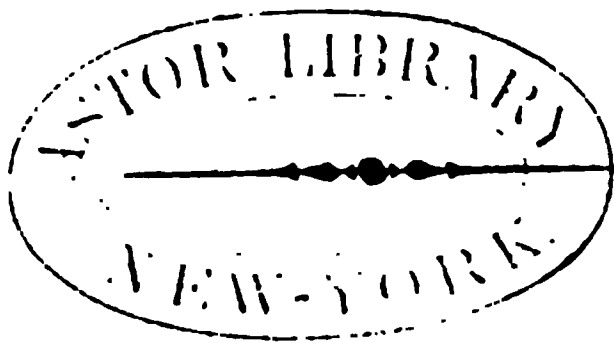
BOARD OF EDUCATION

OF THE

City of New-York,

FOR THE

YEAR ENDING DECEMBER 31, 1859.



New-York :

JOSEPH RUSSELL, PRINTER,

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1860.

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No. 1.

**DEPARTMENT OF PUBLIC INSTRUCTION,
STATE OF NEW-YORK.**

BOARD OF EDUCATION,

CITY OF NEW-YORK, JANUARY 12, 1859.

**INAUGURAL ADDRESS OF RICHARD WARREN, ESQ.,
PRESIDENT.**

*Ordered, That the Address of the President be laid on the
table, and printed.*

THOMAS BOESÉ,
Clerk.

A D D R E S S .

Gentlemen of the Board of Education :

I cannot command language adequate to signify the appreciation I entertain of that confidence in my ability, which induced any of you to bring forward my name for the honorable position of presiding over your deliberations, to which you have elected me.

As I accept this post, entirely new to me, I almost shrink from entering upon its duties ; for with the honor conferred, there is a great responsibility attached ; and he, who takes such a position for the first time, must feel that he will have to draw largely on the kindness, the charity, and the aid of those, who have placed him in so conspicuous a station. I can only promise to you my best endeavors.

We have but lately come out from an election, which, in regard to School officers, was much more exciting than usual. The voters of sixteen wards of the city decided to change their School Commissioners, and many of you sit here to night, for the first time, to enter upon the performance of labors, put upon you by your fellow-citizens, and accepted by you. In that acceptance you should, if you have not already done it, pledge yourselves to fidelity. Let me urge upon each one of you, that you, in one way, prove that fidelity by being present at all our meetings ; by being punctual, and by remaining here until the meeting is adjourned.

There has been no little interruption during the past year, because there was no quorum present to transact the necessary business. It is unjust to those who regularly come, and it is unjust to our constituents, if we are not here.

The community has intrusted vast powers to this Board. The people look to us to watch over, and to guard zealously as well as with proper economy, the great system of popular education established in our city. It is a system necessary to the full development of all the powers of a great republic; and as men and women shall grow up educated, or ignorant, so shall our country, in a like ratio, flourish and increase, or decay and fall. Especially is it necessary in the commercial emporium of this western world, growing so rapidly in wealth and in power, that the education of the whole people should be as large as it can be made to be.

Our Schools must be opened not only for our native born citizens, but also for the thousands who, every year, come to our shores for a home. "*Knowledge is true freedom.*" As our fathers commenced that true freedom, we, their descendants—their sons, and the inheritors of the privileges they lived for, and died to sustain; we, mean that freedom shall not only be established, but forever perpetuated in the land. For that end the School House shall be opened to all, and the best education shall be given to all who wish it. Thus shall the temples built for the worship of God be filled by those who have been taught to reverence Him in the Educational Institutions of the country. It must be clear to every one, that a high standard of moral training will insure the best type of Christianity; and the love of the father, closely connected with the love of the brother, will make this a land of truth, of justice, of piety, and of true greatness.

As in the late election of School officers, the reading of the Bible in the schools entered largely into the canvass; and as many of you have come here chosen with that issue clearly in view, it becomes more than ever before, perhaps, the duty of this Board clearly and definitely to ascertain where its members are on this question; what are the powers and obligations of this Board in respect to the matter, and how the Board shall act; and, having reached a decision on these points if it can, to act calmly, dignifiedly, yet, decidedly, in

accordance with our convictions. Undoubtedly a very great proportion of the people of this city wish, and insist, that the Bible, without note or comment, shall be read in every school supported at the public expense. It would seem to be impossible, were we not assured of the fact, that any portion of the community, or any Board of School officers, should object to such reading.

But it is so. Many of our children are prohibited from hearing the commands of Jehovah given on Sinai; the glowing, solemn thoughts of the Psalmist; the beautiful and instructive teachings of the ancient Prophets; the words of Him who came to reveal to men, more fully than had ever before been revealed, a Father in Heaven; and the sayings and warnings of those early disciples and preachers of the truth He taught, and the faith He inculcated. Where is better teaching to be found? Whence can be gathered words more full of meaning and of power, to drop into the ears, and upon the understandings of the young? Whence can be derived better seed to plant in the new soil, fresh and ready to receive it; seed which shall germinate, and spring up to strengthen and beautify the whole future life? Keep it, that Holy Book, in all of our Schools. Let it be read in simplicity, and with power. Let no sectarian feelings nor bigot's decree enter into these nurseries of learning; but keep there, within those walls, the sacred words, which can raise the nation to its utmost attainable height.

The word of God is a word for all. All nations own it. The Dutch, who came here, held it in reverence; the Church of England sent it to this land, with its first settlers; the Roman Catholic bases all his faith and future hopes upon it; the Separatists, who came to Plymouth in 1620, and the Puritans, who afterward came to Massachusetts, made it the chief corner-stone of that which they were to build upon; the Hebrew sees, in a portion of it, the messages of Jehovah to his fathers, to him and his posterity, and he acknowledges, in all of it, a high standard of morality: and why should not all like

it? It is read to the poor outcast Indian, and received with favor, and so would it be received by the poor Africans in our country, if they were permitted universally to hear it. It appeals to all, for it says that God "hath made of one blood all nations of men to dwell on all the face of the earth;" and "in every nation he that feareth (God) and worketh righteousness is accepted with him."

You are called upon to provide means to carry on the studies of the Free Academy, and, through a Committee of this Board, to have a supervision over its affairs. This Committee you will soon elect by your ballots; and you surrender to those chosen, most of the power which you possess over that institution. The Free Academy has been established now ten years. By a most decisive vote of the inhabitants of the city it began; and although, just now, there are some differences of opinion in regard to it—some believing it has gone beyond the intention of its originators—yet it is an Institution belonging to the citizens, of which they are justly proud. It is for this Board, while it is under its supervision (and I trust it ever will be so, and not be placed under other jurisdiction), to see to it that the studies, as set down for the students, shall be carried out. This Board, having the control, can alter or annul any course therein pursued. It is the duty of all who are chosen Commissioners, to visit it, to ascertain its workings—to find out its defects, if such exist, and then to improve it. The Committee will, of course, receive all propositions with respect, and will give attention to such suggestions as any member of this Board may make. Every one who will examine its past history, must acknowledge that it has reached a high elevation as a school of instruction, in a short period. It was intended for the mass of the boys of the city, who should desire a more advanced education than the grammar schools afforded. It was designed for the son of the laborer as well as for the child of the wealthy. In the theory of our system, each class stands alike; yes, *alike*, I repeat, for some there are who seem to think that our institutions are

created for the poor only.. The richest man in our community has the same right with the poorest man, to send his son to the Academy, and he has no *more* right. This Board of Education, or whosoever shall have charge of that Institution, should see to it that nothing is done there, in any way, by any course of study, to prevent any one who wishes to learn, from deriving the advantages which it possesses and offers. Its affairs should be administered with justice, with dignity, and with as much economy as they can be, compatible with the high standard of qualification required in its teachers. Listen not to the ever-easy outcry that it is an aristocratic institution; but examine it thoroughly in all its parts; then, if you find it to be so, or tending to such a course, adopt more certain measures to make it what it was intended to be—what our country is—a truly republican institution, opening its doors without partiality and without favor, conferring honor on all its recipients who are faithful, and reflecting honor on its founders and its supporters.

The late Board having materially changed the present system of Normal Schools, it remains to be seen what course is hereafter to be adopted to prepare teachers for our schools. It was so apparent to our predecessors that the Normal School, as then established here, did not answer the purposes of its projectors, that, by a nearly unanimous vote of the members of the Board, it was discontinued.

To those who have studied the educational system in various places, it is quite apparent that there should be some institution where they who wish to advance to the position of teachers for our schools, who cannot themselves afford to pay for an education that will fit them for a station from which so much more is demanded now than was formerly, can be taught. I trust that you will this evening elect a Committee who, if its members are to have the control of such an institution, shall evolve a system comprehensive enough, and practicable, that will find favor here.

The establishing of a Free Academy for girls has been, for

years, a favorite subject. At least two committees from this Board have recommended such an institution. It should seem to be reasonable that girls were entitled to an advantage equal to boys, in attaining the best education which can be had. The female teacher now, more than ever before, in this country, should be highly educated. The age demands of all its children far more than any preceding age has done. The wise man of to-day dare not venture to say that woman should not receive the highest education ; but he shields himself, it may be, under the plea that, in the institutions already existing, she can perfect herself. If that be so, it is well, and it is a good argument that none else should be established ; but is it not manifest, in reality, that such is not the case ? There can be no denial to the assertion that there is a higher plane for our females to reach in learning than can be found in our grammar schools, or in the Normal School, as it has been. Whether suitable higher departments can be placed in several wards of the city, to be termed High Schools, in which shall be taught a far higher grade than is now taught, or whether the Free Academy shall be started, or whether a high order of Normal School will accomplish the end, we cannot yet determine. I trust that the dreaded expense of making such an institution will not be suffered to prevent its creation, if it be manifest that it is needed. I submit to the Committee on Normal Schools, that it should candidly examine the whole subject, in the spirit of those who desire to have the best mode that can be devised to elevate female teachers—and not only to raise up higher those who desire to be teachers, but all young women of our city ; and that a report will be made, which will inform the community, and aid this Board in its endeavors to give to those children who shall live when all of us have “ passed on,” the advantages which they will need, to be worthy sons and daughters of America.

The Evening Schools, as now established in the city, are great and growing institutions, deserving attention and watchfulness. Without intending in the least to disparage the la-

bers of the Committee which has charge of them, and not doubting that in the main they have been as watchful as it was possible for them to be, consistent with their other duties, to the interests intrusted to them, I think these schools would be watched more carefully, were they under a like jurisdiction with the day schools. Why are not the school officers of the ward as capable of managing them, and of appointing teachers for them, as they are of the Day Schools? and why should they not, with the supervision of the Assistant Superintendent of Schools, have charge of such as are in their respective wards? These schools are a great expense to the city, as will be seen in the Finance report of the last year. No one can doubt of their utility, if he has ever visited any of them. There are instructed males and females, who are in a great degree to regulate the future of our city—who, but for these places, would grow up in ignorance, if not in vice. Many who now sit in those seats, delving after knowledge, will in a few years be authors and benefactors of the race. I commend to the Committee to be chosen, that a searching examination should be made into these schools, that it may be ascertained if any abuses exist; and if so, to remove all such. It should be clearly understood that they were intended only for those who cannot attend the Day Schools. A strict supervision should be had in this respect; for it is manifest that, as the Day Schools must be conducted at a great expense, they should be filled, if possible, with the children who need instruction, and that such as can attend in the daytime are not to be admitted to the Evening Schools.

I cannot refrain from calling the attention of this Board to the present condition of the schools for colored children in our midst. This class of persons, deprived, as it is, of the social and political position which others occupy, is certainly entitled to receive more care in the education of the children than it has had. Many of the school-rooms in which they assemble, are, in every respect, unsuited for them, and unfit for the purpose for which they are occupied.

If these persons have no *other* rights, they assuredly have the right to claim that, in a community professing to be Christian, the privilege of educating the young shall be awarded to them, in like manner as it is to their more favored brethen; and that they shall not be crowded into unhealthy or unsafe rooms. We believe them to have the capacity of advancement; otherwise, we should not have schools for them. It is a duty, then, we are called to perform, to watch with kindness and care over the places where they meet together, and to aid the young to rise to a more elevated position than has been generally attained by those who have lived in our cities. The time will come when this prejudice of color will die out; but, as yet, it prevails too strongly to be contended against in regard to our educational institutions.

Gentlemen, we are called upon to administer the trust confided to us with faithfulness, as well as with a proper degree of economy. A great portion of the labors of the Board is done in the Committee rooms. It behooves all, therefore, who are placed on these Committees, to attend the meetings, and to give to the subjects intrusted to them a patient consideration. I will not occupy your time in detailing the duties of each Committee. Some are of vastly more importance than others are. I cannot refrain, however, from asking the Committee on Warming and Ventilation to take into consideration the miserable plans now in use (if the opening of windows at the top of the rooms, so that the air must necessarily blow on the children's heads, be any plan at all) for obtaining air for the scholars in the class-rooms. A debt of gratitude will be due to him, or to them, who can devise some efficient mode of purifying the air in rooms. I have wondered, as I have gone into some of these rooms, crowded with human beings, where the air was all bad, and exceedingly oppressive, how women and children could exist there. If any purer atmosphere can be breathed by the adoption of a method which this Committee may institute, a very great benefit will be conferred on the City. We may, if such method can be made practicable, see rosy-cheeked children and healthy

teachers, in place of the pale, wan-looking ones now so often before our eyes. It is a subject worthy of the best efforts and thoughts of those who will constitute that Committee.

The Committee on Sites and School-Houses is a very important one. It decides in what places to recommend to the Board that new School-Houses should be erected. It must be apparent that there will be a continual want for such buildings. In a City of such growth as ours is, it is preposterous to suppose that there is anything like accommodation enough for the children who will wish for, and must have a public education. There are vacant lots of ground spread over the upper part of the island, which will be covered with School-Houses, ere many years shall roll round. This Committee should consider well all applications, and decide without favor for those who ask, and without fear of any clamor that may be made outside of these walls.

There is a poor conservatism, which sees in the erection of a School-House, only a wasteful expenditure of money, that will go to swell the Tax-bill. One is at times almost led to believe, that there are men, who forget that our city is growing, and that children increase in the ratio of thousands a year; and from such forgetfulness, these men wonder why more money should be expended now, than was expended years ago. But the complaint is the wail of the comparative few. There should be no wasteful extravagance in these school buildings; but they must be made comfortable, convenient, strong and safe, for each is to be occupied twenty or more years. In reality, there is great need, this very day, that a number of School Houses should be erected for the accommodation, aye, for the necessity of our Primary Schools, so many of which are now held in unfit rooms.

Every School House built is for the future good of the Commonwealth, and no one is more benefited perhaps, by its erection, than he who grudges at the Tax.

The Committee which I consider at the present time as of greatest importance, is that on Studies and School Books. I trust

that they, who will this year compose that Committee, will take up this subject, and, in conjunction with the Superintendent of Schools will adjust the studies and books properly in all the Schools, deciding what books shall be used, what studies are to be pursued, so that in all the Schools of similar grades there shall be the same course. To do this, patient labor will be required, and there must be intelligent action for a decision; but I hope and trust, the Committee will be able to present a report to this Board, that will be acceptable to all; that will benefit the Schools under our charge; and that will at the same time deplete the Depository of a large number of publications which now swell the list to an unnecessary and expensive degree. It is nearly universally admitted that reformation is needed. Let the present year witness the inauguration of a new method. I shall strive to compose that Committee in such a manner as will give evidence of the importance which I attach to the subject, and of such men, that a report from them will command respect.

The Committee on Finance is, perhaps with a single exception, that which is the most laborious one in the Board. It is a responsible position for any one to be placed there as a member. This Board looks to that Committee for a statement of means at its command, to enable it to judge what it can do through the year. To that Committee also are intrusted all contracts and all applications for expenditure.

The Committee on Supplies is likewise one of great responsibility. On that Committee depends what shall go into the Depository; and as whatever goes there must be paid for, there should be the greatest caution exercised in the decisions.

It is by law made the duty of this Board to equalize the salaries of teachers in the schools throughout the city. The last President of the Board called attention to the statute, at the commencement of last year. The subject was reported upon by the Committee on Teachers, whose report evinced a considerable degree of attention. It was printed, and is on file with the documents of the Board. It was laid on the table,

together with a minority report of one of the Committee, and no opportunity occurred during the year when it could be discussed. Unless the law shall be changed, we are bound to obey its requirements. The only real difficulty which seems to retard the passage of such a measure, arises from the jealousy of the Wards where salaries have been fixed by the Local Boards at a rate higher than the average generally adopted. There should be a way found by which this Board could comply with the law, and I commend the subject to the Committee on Teachers, directing attention to the two reports above named, that it may be aided in its labors and inquiries. Until some plan is found, there will of necessity be difficulty in the several wards, as some officers will offer an increase of salary, and thus cause the removal of a good teacher from the post where he or she is very useful. One school thus suffers in reality, while it is only possible that another may be improved. It is important to keep teachers, if they are good ones, in one place as far as is practicable; for such become acquainted with the mode adopted by the Principal, and are, of course, more familiar with those who usually attend. Their interest will be more concentrated, and they can teach more effectively where there are not constant changes.

Much as we are expected to do here, as members of the Local Boards, there is more to do in the several stations we there fill. A vast amount of the public money is every month appropriated by these Boards of School Officers. All the incidental expenses for work on buildings, which swell up so high in the Finance reports to this Board, are passed upon without the supervision of the Board of Education. These School Boards also fix the salaries and appoint all teachers. Each one of us is, *ex officio*, a trustee with great powers, outside of this Board.

It is not advisable to take much note of the anonymous articles that appear in the newspapers; for they are, it seems to me, written by those who can have no practical knowledge of that which they are writing about. I judge so from the

many false representations which have been made. Still, if statements are made even there, which may be true, the School Officers should look to it in their several wards, so that there shall be no foundation even, with them, for any writer to base an article upon. Any good citizen, who knows of evils which have been commented on in the public prints, should send the evidence to the School Officers of the ward, where a sure correction would be made.

It sounds strangely to hear it said, and it appears more wonderful to read in an influential paper, in this age of the world—in this nineteenth century of the Christian era—that our schools are too advanced—that the grade of study is too high. In this land, where the liberties of the people and the institutions of government can be preserved only by the intelligence of the mass of the citizens, how can there be too much education?

The cry of extravagance in schools is now and then heard; but I believe it comes not even from those who pay the tax bills, who have visited the schools and examined into their condition. Of necessity a large amount of money must be used to educate one hundred thousand children, when to educate them fifteen hundred teachers are required. The item of six hundred thousand dollars, paid them, is at the rate, on an average, of about one dollar and fifty cents a day—only about the wages of the day laborer in our city. Many, who complain of this item of salaries, are at the same time paying more for a cook or a housemaid than a teacher receives. I am fully persuaded that, if any one who deems there is too much money expended for the education of the children in this city, will inform himself of all the facts in regard to the schools, he will be satisfied that, although there are some imperfections, yet for every dollar he pays as a tax, his property is benefited double the amount. But for that reason I do not counsel any extravagance. We are to apply the money raised, judiciously, to proper purposes, in a way as economical as circumstances will permit. There are tens of thousands of children who are

not in the schools, who should be there, and thousands annually will come up to enter them. New edifices must be erected for them, and more teachers must be employed. It depends on the people what kind of teachers these shall be. Politics never should be permitted to come into the question of education. If such has been the case heretofore, and the people of this city have allowed politicians to take the matter into their hands, they cannot, with good grace, blame any one but themselves. There is a remedy. It is to be found in selecting good men for School Officers—men who are willing to labor gratuitously for the welfare of their country.

I do not believe that there has been any large amount of corruption in any Board of Education here. All are fallible. That mistakes are made—that there has been extravagance in expenditure, no one will deny. It should not be assumed, however, that the intelligent electors of this city will permit a class of dishonest men to occupy these seats year after year.

Efforts will be made in the State Legislature, to alter in some respects the law establishing and regulating the Schools of this city. There can be some advantageous changes; but there is fear that if taken hold of in a wrong spirit, or under mistaken views, the system of education which has worked well so far, in our city, will be injured. We should, as the present conservators of the system, keep an eye on all movements tending to change it. Let it be perfected wherever it can be; but let not radicalism destroy it.

Many honored men before us have labored in the cause now intrusted to us. They have labored quietly and patiently. Their only reward has been in the success of their endeavors. The good School Officer will always be a benefactor to his country. We all should strive for that end. Who, that has read the memoir of one such, lately written by one of the best authors of our country, would not desire that he also could leave such testimony of his devotion to the cause of education for the children of New-York.

I recommend to each of you, and I would ask all of our citizens to read the annual report adopted by this Board for the year 1857, and printed a few months since, if they would know the results of the efforts thus far made in educating the young. I cannot think any one will rise from the perusal of that report, and say in his heart, that the cost is too much. I believe, on the contrary, he would say : " Go on with the good work ; advance more and more, as well as higher, until no one in our midst can with any truth say, I am, of necessity, ignorant."

Gentlemen, we meet here for the first time at the commencement of a New Year. Let us begin our work in good fellowship, each striving only for the public good. And as the year rolls on, may we persevere with faith, under the care of Him, who is Father of all, and from whom we all must seek wisdom and guidance. And at the close of the year, may we be enabled to give up the trust committed to our charge, and to hear from our constituents the saying, which will merit the approval of our consciences, " Well done, good and faithful servant."

There is much labor before us. Let all come to it without any partisan view. I accept this position with no unkind feelings toward any one. It will be my aim to do right. Sure I am, that I shall not always succeed. I must rely on your indulgence and your aid, believing that you will always sustain me when I am right, and forgive me when I fail. With renewed thanks for the honor conferred on me, I leave the future to tell of our faithfulness.

No. 2.

DEPARTMENT OF PUBLIC INSTRUCTION,

STATE OF NEW-YORK.

BOARD OF EDUCATION,

CITY OF NEW-YORK, MARCH 16, 1859.

MR. EAGER presented a Report from the Executive Committee on Normal Schools, proposing the organization of a Daily Normal School for Females.

Ordered, That said Report be laid on the table and printed, and that the consideration thereof be made the special order at the second meeting of the Board in April, immediately after the third order of business.

THOMAS BOESE,
Clerk.

REPORT.

TO THE BOARD OF EDUCATION :

THE Board of 1858 having, by its vote, abolished the then existing Daily Normal School, for reasons which to them seemed imperative, thereby removing the only means under the control of this Board for the education of those who wish to prepare themselves for the profession of a teacher; and the Executive Committee on Normal Schools believing that an institution of the kind is not only desirable, but an absolute necessity, for the purpose of furnishing our Schools with teachers well educated and especially trained to the profession, herewith present By-Laws for the organization of a Daily Normal School for Females; said By-Laws, if adopted, to be Article 18, and the different paragraphs in said Article, and those following, to be numbered according to their position.

In presenting the annexed plan of organization, the Committee deem it proper to state, that it is not intended to interfere with, or supersede, the Grammar Schools, but propose that it shall take the pupil, after she has finished the prescribed course of studies for Grammar Schools, and give her an opportunity to continue the higher branches of an English education, and to be perfected in the most approved methods of imparting instruction and of governing the pupils placed under her care, as well as to pursue those collateral branches which are necessary to make her accomplished, to increase her usefulness, and make her an ornament to the school and to society.

Believing that this Board is not called upon to act on any matter of more importance than this, we respectfully and earnestly urge early and decisive action, and therefore offer for adoption the following resolution :

Resolved, That the Report herewith presented, proposing the organization of a Daily Normal School for Females, be laid on the table and printed, and that the consideration thereof be made the special order at the second meeting of the Board in April immediately after the third order of business.

W. B. EAGER, JR.,
WILLIAM R. STAFFORD,
JAMES W. FARR,
JOHN O'KEEFE.
JOEL W. MASON,
CHAS. J. DOUGHERTY,

} *Executive Com-
mittee on
Normal Schools.*

NEW-YORK, *March* 16, 1859.

ARTICLE 18.

ORGANIZATION AND GOVERNMENT OF THE DAILY NORMAL SCHOOL.

ORGANIZATION.

§ . There shall be organized a school for the education of females as teachers, to be known as the "Daily Normal School for Females," the instructors in which shall be a male Principal, a Vice-Principal, a Principal Teacher in each department of study, and as many assistants as may be required.

SCHOOL FOR PRACTICE.

§ . Attached to said "Daily Normal School" shall be a "School for Practice," to which may be admitted, not to exceed two hundred, pupils of between the ages of five and fifteen years, to be drawn proportionately to the numbers admitted from the respective Wards of the city if application be made, and to be graded in the same manner as in the Ward Schools. Its instructors shall be a superintendent, and as many assistants as may be necessary.

TERMS AND HOLIDAYS.

§ . There shall be two terms of said Daily Normal School and School for Practice in each school year; one to commence

on the first Monday in September and continue until the second Friday in February ; the other to commence on the first Monday in March, and continue until the last Friday in July, and said Schools shall be allowed all the legal holidays.

QUALIFICATION FOR ADMISSION.

† . All applicants for admission to the Daily Normal School must be residents of the City of New-York, and have attained the age of fifteen years, and signify their intention to remain in the School the full number of terms, or so many of them as may be necessary to complete the prescribed course of study ; to observe faithfully all the rules and regulations of the School during their connection with it, and possess the ability to pass a good examination in all the studies required to be taught in the highest classes of Female Grammar Schools.

TIME OF ADMISSION.

† . Examinations for admission shall be held by the Principal of the School immediately before the commencement of each term, and no candidate shall be examined at any other time, except by consent of the Executive Committee. If the number qualified for admission shall be more than can conveniently be accommodated in the School, the preference shall be given to those who have attended the Ward Schools the longest period.

TIME FOR FULL COURSE OF STUDY.

† . A full course of study in the Daily Normal School shall be six terms, or three years. But all who possess the requisite qualifications may enter the higher classes. In no case, however, shall a diploma be granted for less than two consecutive terms of attendance.

COURSE OF STUDY.

† . The studies pursued in the Daily Normal School shall be as follows :

1st. The Elementary Sounds of Letters, Spelling, Definition, and Analysis of Words ; Reading, and Analysis of the English Language ; English Grammar, including the Analysis and Structure of Sentences ; Composition, including Rhetoric and Criticism.

2d. Penmanship and Book-keeping ; Object, Map, and Mechanical Drawing.

3d. Oral or Mental Arithmetic ; Written Arithmetic ; Practical Mathematics, Algebra, and Geometry.

4th. Mathematical, Descriptive and Physical Geography ; Astronomy ; Human and Comparative Physiology, and Hygiene ; Elements of Natural Philosophy ; Elements of Chemistry.

5th. Moral Philosophy ; Constitution of the United States, and of the State of New-York ; School Laws of New-York and other States ; General History, and History of the United States.

6th. Intellectual Philosophy, English Literature ; Logic ; the Latin and French Languages ; the Study of School Systems ; the Principles of Gymnastics. *Teaching in the School for Practice.* Lectures on Education and the Details of Teaching, and on the outlines of the History of all the Studies required to be pursued in the School. Vocal Music taught throughout the course.

EXAMINATION FOR GRADUATION.

† . At or before the close of each term, there shall be an examination of the pupils of the Daily Normal School, the

City Superintendent taking part therein ; after which examination, those pupils who have attained the standard of qualifications required for a graduate of the School, shall receive a diploma in the usual form.

REPORTS TO THE BOARD OF EDUCATION.

† . All examinations for admission, promotion, or graduation, shall be under the direction of the Executive Committee, who shall report the results semi-annually to the Board of Education.

POWERS OF PRINCIPAL.

† . The Principal of the Daily Normal School shall have the general supervision and management of said School, and the School for Practice, under the direction of the Executive Committee.

STUDIES FOR SCHOOL FOR PRACTICE.

† . The course of studies in the School for Practice, shall conform to that of the Ward Schools.

LOCATION.

† . The Sessions of said Schools shall be held in the Hall of the Board of Education until otherwise ordered by the Board, from nine o'clock, A. M. to two o'clock, P. M., on the usual school days.

OPENING THE SCHOOLS.

† . The Daily Normal School, as hereby organized, shall commence its operations as soon as practicable after the passage of this law ; and the first term of the School for Practice shall commence at a time to be fixed by this Board, upon a

recommendation from the Executive Committee on Normal Schools.

GOVERNMENT OF THE SCHOOLS.

§ . The Executive Committee on Normal Schools shall have the general supervision and care of said Daily Normal School and School for Practice, and shall have power to make all needful rules for the discipline and internal government of said Schools, and shall recommend to the Board of Education for appointment, suitable persons for Principal, Vice-Principal, and teachers therein, with their salaries.

No. 3.

DEPARTMENT OF PUBLIC INSTRUCTION,

STATE OF NEW-YORK.

BOARD OF EDUCATION,

CITY OF NEW-YORK, APRIL 6, 1859.

MR. CUSHING presented a Report from the Finance Committee, pursuant to the instructions of the Board, relative to the facts and circumstances connected with the purchase of lots Nos. 71, 73 and 75 Oliver-Street, in the Fourth Ward, for a School Site.

Ordered, *That said Report be laid on the table and printed.*

THOMAS BOESÉ,

Clerk.

18. 187

1871-1872 1873-1874

1875-1876 1877-1878

1879-1880 1881-1882 1883-1884

1885-1886 1887-1888

1889-1890 1891-1892

REPORT.

THE Finance Committee, to whom was referred that portion of their report, submitted at the last meeting, on the application of the school officers of the Fourth Ward for an appropriation for building a new school-house in that Ward, which relates to the dimensions of the site on which it is proposed to erect said building, would respectfully report the following as a recital of facts incident to the purchase of said site, embodying whatever of importance, bearing directly or indirectly upon the subject, that is afforded by the Journal and papers of this Board, or that has been elicited by the examination of the school officers of the Fourth Ward, and others who appeared before your Committee, viz.:

That, at a meeting of the Board, held on the 4th day of February, 1857, the President laid before the Board a communication from C. Kassenbrook, secretary of the board of school officers of the Fourth Ward, submitting a proposal from the owners to sell lots Nos. 69, 71, 73, and 75, Oliver-street, for a school site, which was, on motion of Mr. Ware, Commissioner from the Fourth Ward, laid on the table. At the same meeting, Mr. Ware presented a communication from the school officers of the Fourth Ward, asking an appropriation for the purchase of the Oliver-street Baptist Church, for a school-house, which communication was referred to the Committee on Sites and School Houses.

At a meeting, held March 4, 1857, a communication from a

committee of the school officers of the Fourth Ward, relative to the purchase of a school site in that ward, and asking the attention of the Board to three different sites, was presented by Mr. Shine, and referred to the Committee on Sites and School-Houses.

At a meeting, held March 18, 1857, a communication from the school officers of the Fourth Ward, asking for an appropriation of \$41,000 for the purchase of lots Nos. 69, 71, 73, and 75, Oliver-street, for a school site in that Ward, presented by Mr. Shine, was laid on the table.

At a meeting, held October 21, 1857, the Committee on Sites and School Houses presented a report, recommending the adoption of the following resolution :

“ Resolved, That the school officers of the Fourth Ward be, and they are hereby authorized to purchase lots Nos. 71, 73, and 75 Oliver-street, in said Ward, on which to erect a Ward school-house, said lots being 25 by 100 feet each, at an amount not exceeding the sum of \$31,000, and no part of the purchase money to be paid until after the 1st day of January, 1858, nor until satisfactory evidence has been presented to this Board that the title to said property is approved by the Counsel to the Corporation of the City.

(Signed,)

“ JAMES M. TUTHILL,	} Committee on Sites and School Houses.”
“ WM. SINCLAIR,	
“ A. B. ROLLINS,	
“ EUGENE SHINE,	

Which report was laid on the table—and at a subsequent meeting, held November 4, 1857, the rules having been suspended, said report was taken from the table, and the resolution, as reported by the Committee, was adopted.

Your Committee would state that the original communication herein mentioned cannot be found among the papers of this Board, and that the book containing a record of the pro-

ceedings of the school officers of the Fourth Ward, at the meeting when said communication was authorized, appears to have passed into the hands of Mr. Ware, then a school officer, and afterward secretary of the board of school officers of that Ward, who, upon the application of the present clerk of this Board, made at the request of your Committee, states that he had mislaid and cannot find said minutes. Your Committee are therefore unable to report, whether the said communication contained a description of the property, size of lots, &c., or not; and, furthermore, the communication presented March 4, 1857, and likewise herein mentioned, does not state the dimensions of either site therein referred to. Nor does it appear, from any communication now in the possession of this Board, from the school officers of that Ward, previous to the date of the aforementioned report of the Committee on Sites and School-Houses, that any description of the dimensions of this property was ever given to this Board.

Your Committee would, however, state that Mr. Farley, owner of one of said lots (No. 71), appeared before your Committee, and testified to having stated to a committee of the board of school officers of the Fourth Ward, that his lot was 24 by 100 feet, more or less, as described in the deed, which deed he had placed into the hands of Mr. Sheehan, a member of said committee, some six or eight months previous to his receiving payment for the said lot from this Board. And, also, that Mr. Kassenbrook appeared before us and stated that he was a member of said committee with Mr. Sheehan and Mr. Reilly, and that the deeds to all three of the lots were in their possession some six or eight months previous to the time of payment by this Board; that he knew at that time that the lots were not 25 by 100 feet, and that he had frequently stated the fact in the board of school officers of that Ward; that the committee were authorized to employ and did employ a Mr. Townsend to examine the title of these lots; that he did so, and made out the papers, which were not presented to this Board, but forwarded to the Counsel to the Corporation.

Your Committee would state, in this connection, that a bill for services of Mr. Townsend, in this case, properly audited by the school officers of that Ward, was presented to this Board for payment, which was refused, and that said bill was afterward withdrawn.

Your Committee examined other members of the school board of this Ward for that year, with reference to the dimensions of that property; but, with the exception of Mr. Oliver, who stated that he always supposed the lots to be 25 by 100 feet each, it did not appear from their evidence that they were at all intelligent in regard to the dimensions of the property. Mr. O'Donnell stated that he attended every meeting of that board held during 1857 and '58, and the lots were invariably referred to by the street numbers, and that he was not aware of any dispute relative to the dimensions of the same, until within a few days.

Mr. Shine, then Commissioner from that Ward, and a member of the Committee on Sites and School-Houses of this Board, for 1857, stated that, at the time of the negotiation for the purchase of the lots, he was not aware of the size of the same, nor did he hear any mention made relative thereto, until the matter was referred to the Committee on Sites and School-Houses; that he met with the Committee several times, that he then and there understood the size of the lots to be 25 by 100 feet each; that he was not aware who represented such to be the dimensions, but that the Committee so understood it and reported accordingly, which report he signed, as appears by reference to page 191 of the Journal of that year; that his attention was first called to the fact, that the lots were short, by Mr. Sandford, at the office of the Corporation Counsel, and again by a reference to the deeds and map of the property, which he saw at the same place, previous to the filing of the certificate of title in the office of the Clerk of this Board, and the issuing of the warrants for the payment of the appropriation.

Your Committee would further report, that, on the 15th day of September, 1858, the Counsel to the Corporation sent to

the Clerk of this Board a certificate of title to lots Nos. 71, 73, and 75 Oliver-street, which contains a description of the dimensions of the same, as follows, viz. :

Lot No. 71, " containing in breadth in front and rear each 24 feet, and in length, on each side, 100 feet, be the same more or less ;"

Lot No. 73, " containing in breadth in front on said street 24 feet, and in the rear 24 feet 6 inches, and in length, on each side, 100 feet, be the same more or less ;"

Lot No. 75, " containing in breadth in front 24 feet, in the rear 25 feet, and in length, on each side, 100 feet, be the same more or less ;"

But no reference whatever to the fact that the dimensions described in the conveyance do not accord with those described in the resolution of this Board, (a copy of which was in his possession, having been sent him immediately upon its adoption by the Board), accompanied the certificate.

The certificate having been filed, and payment requested, Mr. Neilson, President of this Board for the year 1858, declined signing the warrant, unless ordered to do so by the Board, on the ground that the sum involved was large, and that there had been a protracted litigation in connection with the matter. A certificate of the Corporation Counsel, that all suits growing out of said matter had been terminated, having also been filed, on the 15th day of September, in the office of the Clerk of this Board, the Board, at a meeting held on the same day, on motion of Mr. Shine, ordered the payment of the appropriation, and, by nine o'clock A. M., on the 16th day of September, which was the day following the meeting of the Board, at which said payment was ordered, the parties interested, as appears from the testimony of Mr. Clarke, Finance clerk of this Board, appeared at the office, accompanied by Mr. Shine and others, and urged the speedy completion of the matter ; that they went to the office of the President the same

morning, and, following the matter up, the warrants were signed and delivered on the same day.

All of which is respectfully submitted.

JAMES CUSHING, Jr.,
WM. TUCKER,
JAMES FAIRMAN,
R. O. GLOVER,
DANIEL COGER,

*Finance
Committee.*

No. 4.

DEPARTMENT OF PUBLIC INSTRUCTION,

STATE OF NEW-YORK.

BOARD OF EDUCATION,

CITY OF NEW-YORK, APRIL 6, 1859.

MR. RANNEY presented a Report from the Committee on Course of Studies and School Books, to whom was referred the subject of revising the Course of Studies pursued in the Schools, and Sundry Reports relative to School Books, proposed to be added to the Supply List.

Ordered, *That said Report be laid on the table, and printed.*

THOMAS BOESÉ,

Clerk.

REPORT.

THE Committee on Course of Studies and School Books, to whom was referred the subject of the Revision of the Course of Studies, and the Reports on the table in regard to School Books, beg leave, in part, to

REPORT :

That they have had the subject of the Revision of the Course of Studies in our Schools under a careful examination, and, with the aid and concurrence of our Superintendents, have adopted some changes in the Course of Studies, which are now submitted to this Board.

The changes recommended are not so much in the *amount or kind* of study, as in diminishing the number of studies pursued *at any one time*, in securing exact uniformity in the order of studies throughout the city, and in giving more general information to such of our upper classes as complete their education in the Grammar Schools, which changes, though not radical in their nature, are deemed highly important, and your Committee hope they will be speedily made.

Your Committee have not recommended a course of study for advanced classes or higher departments in the Girls' Grammar Schools, although some systematic provision for such should surely be made. We confidently hope that some central institution, in accordance with State law, and in accordance with the reports of the select committees heretofore appointed to consider the subject, will immediately be established by this Board. To secure the changes which *we do propose*, we offer the following resolution :

Resolved, That the By-Laws, under Article XVIII., on pages 64, 65, 66, and 67, of the By-Laws of the Board for 1859, be amended, so as to read as follows :

ARTICLE XVIII.

Of the Grammar and Primary Schools.

§ 132. GRADES OF SCHOOLS.

The Ward Schools shall consist of Primary and Grammar Schools. The Primary Schools shall be divided into five classes, with as many subdivisions as may be necessary ; the highest or most advanced class to be designated No. 1, and the lowest No. 5. The sub-divisions of classes shall be called Sections A, B, C, &c.

GRADES OF STUDIES.

The course of instruction in the Schools shall be as follows :

Primary Schools.

Class 5—The alphabet, and its combinations into words and syllables.

Class 4.—Spelling, Reading, Punctuation, Definitions, Roman numbers, Mental Arithmetic, and Tables in Addition.

Class 3.—Mental Arithmetic, including the Multiplication table, Spelling, Reading, and Definitions.

Class 2.—Mental Arithmetic, Spelling, Reading and Definitions, Writing, and Drawing on slates ; Geography with Outline Maps, and Common Arithmetic through subtraction.

Class 1.—Spelling, Reading, and Definitions, Tables of Weights, Time, Measures, &c. ; Mental Arithmetic, Common Arithmetic, through short Division, and Primary Geography completed ; each class shall be reviewed before promotion to an advanced grade.

Vocal Music and lessons on Natural Objects and Common Things through the course.

In Primary Schools where promotions cannot be made from the crowded state of the Grammar Schools, the course of instruction may be continued so as to embrace the studies prescribed for Grades seven and eight of the Grammar Schools.

Grammar Schools.

There shall be eight grades of study for the several Grammar Schools, each of which shall be completed in its order, before entering upon the next grade. No promotions shall be made from any grade until its prescribed course has been thoroughly completed and reviewed. Exercises in

Reading, Spelling, and Definition, shall be continued in the six lower grades.

GRADE EIGHT;

Arithmetic, Mental and Written, including Federal and Sterling Money and Reduction, and Geography with Outline Maps of North America.

GRADE SEVEN.

Arithmetic, Mental and written, including Compound Rules and Common Fractions, Geography with Outline Maps of North and South America and the United States.

GRADE SIX.

Arithmetic, through Decimal Fractions, Geography of Europe with Outline Maps, and Map Drawing on blackboard, English Grammar through Etymology, with Parsing.

GRADE FIVE.

Arithmetic, including Interest, Proportion, and Discount, English Grammar through Syntax, with Parsing; Geography through Asia and Africa with Outline Maps and Map-Drawing, History of the United States to the French and Indian war.

GRADE FOUR.

Arithmetic, including Percentage, Profit and Loss, and Exchange, Geography, thoroughly reviewed, with Map-Drawing, Parsing, and History of the United States through the Revolutionary War.

GRADE THREE.

Arithmetic completed, Parsing, Astronomy, History of the United States completed.

GRADE TWO.

Algebra through Simple Equations, Astronomy completed, Parsing, Composition, and Declamation for Boys' Department.

GRADE ONE.

Section A.—Algebra through Quadratic Equations, Book-keeping, Constitution of the United States, Composition, and Declamation, with a General review of the full Course.

Section B.—Book-keeping, Constitution of the United States, Declamation and Composition, Natural Philosophy, Outlines of Chemistry, Physiology, and General History.

Vocal Music, Writing, and Drawing, shall form a part of the regular course of instruction in each Class.

The hours from nine A. M. to twelve M., on Wednesday of each week,

shall be set apart, by the Principal of each Grammar School, for a review of the studies of the previous week, at which review, all text books shall be laid aside by teachers and pupils.

Every general examination, for promotion to a higher grade, shall be preceded by a thorough review of all the branches previously pursued in the same department.

The foregoing Grades shall not interfere with the classification of the Schools, but the course of study, as prescribed in the several grades, shall be rigidly followed.

Your Committee also report, that the Writing Reader, recommended by the Committee on School Books of last year, is, in their opinion, a desirable book for our schools, and would be of great utility in preparing pupils for many departments of business life : we offer, therefore, the following Resolution :

Resolved, That the Gilbert and Prass "Writing Reader," be and the same hereby is added to the Supply List of Books, and that the same be furnished for the use of Schools, in accordance with the Tariff of Supplies.

L. RANNEY,
E. C. BENEDICT,
W. B. EAGER, JR.,
A. V. WILLIAMS.

} Committee on
Course of Studies
and School Books.

shall be set apart, by the Principal of each Grammar School, for a review of the studies of the previous week, at which review, all text books shall be laid aside by teachers and pupils.

Every general examination, for promotion to a higher grade, shall be preceded by a thorough review of all the branches previously pursued in the same department.

The foregoing Grades shall not interfere with the classification of the Schools, but the course of study, as prescribed in the several grades, shall be rigidly followed.

Your Committee also report, that the Writing Reader, recommended by the Committee on School Books of last year, is, in their opinion, a desirable book for our schools, and would be of great utility in preparing pupils for many departments of business life : we offer, therefore, the following Resolution :

Resolved, That the Gilbert and Prass " Writing Reader," be and the same hereby is added to the Supply List of Books, and that the same be furnished for the use of Schools, in accordance with the Tariff of Supplies.

L. RANNEY,
E. C. BENEDICT,
W. B. EAGER, JR.,
A. V. WILLIAMS.

} *Committee on
Course of Studies
and School Books.*

No. 5.

DEPARTMENT OF PUBLIC INSTRUCTION,

STATE OF NEW-YORK.

BOARD OF EDUCATION,

CITY OF NEW-YORK, APRIL 6, 1859.

MR. EAGER presented a Report from the Executive Committee on Normal Schools, showing the Attendance and Grade of the Pupils of said Schools, from January 1st to April 1st, 1859.

Ordered, *That said Report be laid on the table and printed.*

THOMAS BOESÉ,
Clerk.

REPORT OF THE NORMAL SCHOOLS,

Showing the Attendance and Grade of each Pupil, from January 1st, 1880, to April 1st, 1880.

LEONARD HAZELTINE, PRINCIPAL.

1 signifies the highest Grade; 5 the lowest.

FEMALE NORMAL SCHOOL.—CLASS A—FIRST DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Geometry.	Grammar.	Rhetoric.
W. 44	Baxter, Harriet A.	8	1			1	1	2		
" 11	Berk, Margaret A.	9	3		2	2	1	2	3	1
P. 29	Bodine, Sarah A.	11	1			2	2	1	2	1
W. 41	Crowell, Mary A.	11	1			1	1	1	1	1
" 39	Crawford, Sophia H.	9	2			2	2	2	2	1
P. 33	Case, Mrs. Marie	11	1			1	1	1	1	1
W. 49	D'Orsay, Louise	7	5			4	2		3	
" 48	Dyke, Eliza M.	8	4			3	2	3	2	1
" 14	Doaks, Martha L.	8	4		1	3			2	
" 42	Dunn, Sarah E. S.	8	4		1	2	2	3	3	3
" 28	Dolmage, Isabella	9	3			2		3	1	1
" 14	Elwell, Caroline F.	8	4			3	1	2	3	1
" 49	Elwell, Emily B.	10	2			3	5	3	3	2
	Edmonds, Emma L.	12				1	1	2	1	2
W. 44	Evans, Annie E.	8				1	3	2	1	3
" 41	Fagan, Jane E.	10	2			1	1	3	1	1
" 49	Fulton, Jane	9	3			1	1	1	1	1
" 48	Findley, Isadora M.	10	2		2	1	2		1	1
	Godwin, Jane	12				1	2	3	1	2
W. 40	Green, Louisa E.	7	5			1	2	2	3	1
P. 29	Huer, Caroline	9	3			5	5	3	1	2
W. 33	Hard, Caroline A.	10	2			3	1	2	1	1
" 44	Hopps, Clara	12				1	1	1	2	1
" 48	Ingersoll, Mary E.	10	2			1	1	2	2	1
" 50	Kennelien, Kate	7	5		1	3	2	3	2	1
" 35	Lee, Eliza J.	5	7				2		1	
" 49	Ladd, Mary A.	4	8			4	2	3	2	
" 48	Neville, Elvira E.	11	1			1	1	2	1	1
" 19	Poor, Mary J.	11	1			1	1	3	2	3
	Patterson, Rebecca F.	9	3			1	1	2	1	1
P. 27	Simms, Kate L.	3	9				3			
" 29	Sudlow, Mary E.	6				1	1	3	1	1
W. 38	Thompson, Helen	10	2			4	2	3	2	1
" 45	Traphagen, Ellen D.	10	2			3	1	3	1	2
" 39	Vermilya, Charlotte E.	12				4	2	3	1	
" 26	Willis, Mary L.	2	10							
P. 9	Wiggins, Annie M.	9	3			3	2	2	2	2
W. 39	Williams, Susan A.	12				2	2	2	2	2
" 3	Weeks, Josephine	12				2	2	2	1	2
" 3	Wainwright, Mary E.	11	1			1	1	3	1	2
" 48	Ward, Sarah A.	10	2			1		1	1	

CLASS A—SECOND DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Geometry.	Grammar.	Rhetoric.
W. 22	Brown, Sarah A.....	11	1	3		3	1	3	2	1
" 18	Bamman, Louise.....	10	2	1		3	3	2	2	2
" 10	Birch, Caroline.....	11	1	3		1	2	2	1	1
" 45	Barton, Jennie.....	12			1	1	2	2	1	1
" 44	Bates, Sarah T.....	5	7	1	7	1	2	3	1	1
" 36	Crane, Sarah J.....	13				1	1	3	2	1
" 50	Crothers, Mary A.....	10	2		2	1	2	3	2	1
" 31	Cooper, Adelaide.....	12				1	1	2	1	1
" 31	Cole, Emma M.....	12		1		2	2	2	1	1
" 45	Coley, Sarah E.....	8	4	2	2	3	4	3	2	
" 3	Consey, Harriet M.....	7				2	2	2	1	1
" 45	Caldwell, Jane.....	11	1	2	1	1	2	2	3	1
" 20	Davis, Matilda.....	12				1	1	2	1	1
" 3	Delaney, Catharine J.....	9	3			3	1	3	1	2
P. 7	De Graw, Mary F.....	12			1	1	1	2	1	2
W. 11	Fryer, Emma.....	9	3	1		1	1	2	1	2
" 21	Finnegan, Mary C.....	11	1	7		3	1	2	2	3
" 49	Fitch, Emma.....	7	5	3		3	1	3	1	1
P. 5	Flanagan, Julia C.....	9	3	4		3	1	3	2	1
W. 4	Gray, Elizabeth.....	12				1	1	3	1	1
" 49	Husted, Emma.....	9	3	2		3	2	2	2	1
" 50	Hart, Kate E.....	9	3			2	2	2	1	1
" 33	Hartman, Clarissa.....	11	1			2	1	2	1	2
" 32	Hoffman, Eliza.....	12		1		1	1	1	1	1
" 20	Hart, Annie.....	11	1	1		2	1	1	2	1
" 15	Hull, Maria E.....	10	2			2	2	2	1	1
" 41	Hills, Emma J.....	9	3	1		2	2	2	1	1
" 27	Irvine, Eleanor D.....	11	1	1		1	1	1	2	1
" 6	Johnson, Isabella I.....	10	2	7		2	2	3	1	1
" 32	Kiersted, Giffetta R.....	8	4			2	1	2	2	2
" 2	Lockwood, Delta F.....	12		3		2	1	2	1	3
P. 28	McFarland, Jane.....	7	5	4		3	3	3	2	2
W. 36	McVey, Susan.....	10	2	3		1	1	2	1	1
P. 14	Meredith, Emily L.....	10	2	3		1	1	2	2	2
W. 19	Miller, Irene B.....	9	3	7		1	1	2	3	2
" 17	McCartney, Agnes.....	7	5	1						
" 31	Peck, Emily J.....	12								
P. 1	Puels, Mary A.....	12				1	1	1	1	1
W. 31	Raywood, Sarah E.....	12		1		1	1	3	2	1
" 45	Robinson, Lucretia A.....	9	3	5		2	2	2	2	2
" 4	Robinson, Mary Ida.....	12		6	6	2	1	2	2	1
" 49	Rogers, Josephine M.....	10	2	2	2	2	1	3	1	1
P. 14	Springstead, Amanda F.....	8	4	2		2	1	3	3	1
W. 28	Scarlett, Julia M.....	6	6	3		2			2	1
" 18	Scanlan, Mary J.....	10	2	5		2	1	2	1	1
" 17	Tuthill, Mary.....	10	2	1		2	1	2	2	1
" 29	Van Boskerck, Annie E.....	12		1		1	1	1	1	1

CLASS A--THIRD DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Geometry.	Grammar.	Rhetoric.
W. 2	Anderson, Adeline E.	12	.	.	.	1	1	2	2	2
P. 17	Ackerman, Phebe A.	7	5	.	.	2	2	3	3	2
H of I	Andrews, Lois E.	10	2	.	.	3	3	2	3	2
W. 44	Buschman, Louise	4	6	.	.	3	.	3	2	2
" 2	Budd, Eliza C.	8	4	1	.	1	1	2	2	2
" 2	Budd, Harriet A.	12	.	1	.	1	1	1	2	1
" 11	Coe, Elizabeth A.	11	1	1	.	3	2	3	2	1
" 36	Chasmar, Louise	9	3	.	.	4	2	3	3	3
" 4	Cushing, Ann	12	.	.	.	1	1	1	2	1
" 49	Castell, Isabella	11	1	.	.	1	1	1	2	2
P. 12	Carey, C. Cecilia	7	5	3	.	3	3	3	2	3
W. 30	Dunn, Eliza E.	10	2	4	.	2	1	2	2	1
" 44	Gordon, Kate	11	1	4	.	4	1	2	2	1
" 3	George, Sarah M.	11	1	1	.	1	2	3	1	2
" 14	Graham, Frances J.	8	4	1	.	3	3	2	3	2
" 14	Goodnow, Harriet S.	3	9	1	.	2	3	.	2	2
" 37	Hutchcock, Emily	6	6	.	.	.	.	4	.	1
" 22	Houseworth, Mary J.	6	6	2	.	2	2	3	1	2
" 22	Holly, Marion W.	12	.	1	.	1	1	3	2	3
" 35	Heybeck, Sarah E.	10	2	.	2	2	2	4	2	2
" 28	Johnson, Mildred L.	11	1	5	.	2	2	3	3	2
" 13	Kendall, Phebe A.	12	.	.	1	1	1	2	3	2
" 2	Lowrey, Mary W.	11	1	.	.	1	1	1	1	1
P. 10	Maher, Eliza	8	4	2	.	2	2	2	2	2
W. 1	Mahoney, Mary A.	12	.	2	.	2	1	2	2	1
" 41	Morehead, Sophronia	11	1	.	.	1	1	1	1	2
" 22	McVey, Isabella M.	10	2	1	.	1	2	2	1	2
P. 21	Mosher, Angelina	12	.	.	.	1	1	3	2	1
W. 16	McLuskey, Jennet	7	5	4	.	3	2	3	2	1
" 1	O'Connell, Lucy M.	11	1	4	.	2	1	3	1	1
" 6	Payne, Sarah L.	12	.	.	.	1	2	2	3	2
" 11	Phelan, Mary E.	9	3	3	.	3	2	3	1	1
" 27	Power, Anna M.	12	.	2	.	1	2	2	1	1
" 19	Rogers, Kate A.	7	5	1	.	2	1	3	2	1
" 42	Sproull, Emeline	6	6	.	6	2	.	1	3	1
" 14	Smith, Emma J.	4	8	.	.	2	4	.	.	.
" 49	Smith, Martha A.	6	6	.	1	2	3	3	1	.
" 28	Skiffington, Mary M.	11	1	.	.	1	2	3	2	2
" 45	Stopp, Matilda M.	10	2	.	.	2	1	2	1	1
P. 10	Tooker, Lucretia A.	12	.	3	.	2	1	2	2	.
W. 39	Washburn, Martha	10	2	.	.	1	1	1	1	1
" 33	Whitney, Cornelia J.	12	.	.	.	2	1	1	2	2
" 45	White, Jane	7	5	1	.	3	3	3	.	1
P. 10	Wilson, Elizabeth A.	6	6	1	.	3	1	2	1	2

CLASS A—FOURTH DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Late.	GRADE IN				
					Arithmetic.	Algebra.	Geometry.	Grammar.	Rhetoric.
W. 48	Agar, Laura E	8	4	3	4	3		2	.
" 19	Buckbee, Cath. A	10	2		2	2	3	2	
" 49	Bucklew, Deziab	2	1				2		1
" 23	Cohen, Rosa	12			1	2	3	2	1
" 25	Canary, Margaret	12		1	1	1	3	2	2
" 26	Donnegan, Margaret	11	1		2	1	3	3	2
" 33	Dixon, Dorothea	9	3		2	4	2	2	2
" 5	Dalton, Eliza Ann R.	12			2	3	3	1	1
" 45	Ewart, Mary H	10	2		1	2	2	1	
P. 25	Gurnee, Mary F.	9	3		3	3	4	2	2
W. 42	Hill, Emma	10	2		1	3	2	2	2
P. 33	Hope, Josephine L.	10	2		2	3	2	2	2
W. 36	Jackman, Eliza M.	4	8				3		
" 36	Jones, Jane E	5	7		5				1
" 30	Lawrence, Margt. A. T.	2	10						
" 19	Le Petit, Sarah F.	10	2	1	1	3	4	3	1
" 50	Miller, Martha	6	6		3	3	3	3	
P. 21	Morris, Anna E	11	1	1	5	2	3	1	
W. 23	McHugh, Mary A	12			1	2	3	2	2
P. 27	McKusker, Mary V.	10	2	1	1	2	2	1	1
" 13	Patterson, Margt	10	2		2	3	3	2	1
W. 27	Quinn, Sarah C.	11	1		2	1	2	2	1
" 4	Rhoades, Martha A.	11	1	1	1	1	2	1	1
P. 21	Rhoades, Mary E.	12		1	1	1	1	3	1
" 21	Requa, Fanny L.	9	3		3	2	3	1	1
" 25	Renville, Mary E.	10	2		4	4	4	2	2
W. 44	Seaman, Mary V.	11	1		1	2	4	2	2
" 26	Sweeney, Mrs. Mary A.	11	1	2	1	2	2	1	1
" 36	Schurenman, Jane	2	3						
P. 11	Tuthill, Jane A.	8	4		3	3	3	2	3
" 27	Urdike, Maria J.	10	2	2	3	3	3	2	
" 18	Williams, Isabella	12			1	2	2	1	1
" 25	West, Susannah P.	6	6		4	5	3		3
" 11	Wright, Elizabeth B.	9	3		2	2	1	2	1

CLASS A—FIFTH DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Geometry.	Grammar.	Rhetoric.
W. 11	Adair, Jane	7	.			3	4	3	1	1
" 49	Adams, Sarah	9	3			3	1	3	2	
" 42	Austin, Martha	11	1			1	2	2	1	2
" 37	Bell, Helen M	2				4	3	2	2	
P. 7	Birdsall, Phoebe A.	10	2			3	3	3	2	1
W. 17	Brick, Susan C	8	4			3	4	3	2	2
	Collier, Julia	7	.			3	5	3	1	2
	Clawson, Louisa	7	.			2	4	1	1	1
	Cronchley, Sarah E	7	.			3	3	1	1	1
W. 45	Coleman, Margaret A	12	.			3	1	1	1	1
" 32	Colwell, Mary A	11	1			1	3	1	1	1
	Dean, Isadora C	6	.			1	3	1	1	1
W. 36	Field, Arabella	11	1			1	1	1	1	.
	Gaunt, Mary A	7	.			1	1	1	1	1
P. 29	Garthwaite, Jane A	5	7			.	.	.	.	.
W. 33	Gaddis, Sarah J	12	.			3	3	3	2	.
" 19	Haviland, J. Edmarsson	12	.			1	1	2	2	.
P. 50	Hicks, Theresa	4	.			3	3	2	2	.
W. 35	Irving, Harriet A	12	.			3	3	2	2	.
	Ketcham, Antoinette	4	.			.	.	2	.	.
W. 50	Kelly, Annie	12	.			1	2	2	1	.
" 44	Kopper, Harriet S	10	2			3	2	1	1	.
	McHugh, Elizabeth E. A	7	.			2	3	2	1	1
W. 2	Munson, Isabel J	7	.			2	3	2	1	1
P. 24	Megary, Frances A	11	1			1	3	2	1	.
W. 41	Merritt, Mary A	10	2			2	1	2	1	2
" 32	Murray, Anna M	11	1			2	3	2	1	.
" 16	Murray, Louisa	12	.			1	3	2	2	.
" 28	Osborne, Louise M	10	2			1	1	2	2	.
	Randall, Joanna	7	.			1	1	1	2	1
	Taylor, Mary A	7	.			3	3	1	1	1
W. 35	Weightman, Mary	12	.			1	1	2	1	.

CLASS B—FIRST DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Excused.	GRADE IN				
					Arithmetic.	Algebra.	Geometry.	Natural Philosophy.	Grammar.
W. 17	Ackerman, Maria	5	7	7	3	3	1	3	1
" 6	Allen, Almira	12	.	.	3	3	1	1	3
" 48	Blonk, Mary E.	8	4	.	3	4	1	2	2
" 38	Barry, Annie	.	12	.	.	.	.	.	.
P. 29	Cole, Sarah A.	4	8	7	.	1	.	2	.
" 22	Cornell, Emily E.	8	4	.	.	.	1	2	.
W. 13	Dunbar, Mary A.	4	8	.	5	.	1	3	1
" 33	Edmonds, Eva C.	12	.	.	2	1	1	1	1
" 17	Egbert, Henrietta	8	4	.	1	3	1	3	2
P. 5	Fisk, Henrietta	8	4	4	1	.	1	1	3
W. 8	Felt, Margaret	9	3	.	3	.	1	1	1
" 34	Fairchild, Mary J.	9	3	3	2	3	1	1	2
P. 23	Goodenough, Eliza	9	3	.	2	1	1	1	1
W. 4	Hunter, Elizabeth J.	10	2	.	2	2	1	1	2
" 41	Harriott, Mary E.	5	7	.	2	2	1	2	2
" 22	Hardy, Adelaide	10	2	.	3	1	1	1	2
" 17	Hoffman, Anna M.	9	3	.	1	1	1	1	1
" 13	Jones, Lizate	7	5	.	.	.	1	2	2
" 32	Jackson, Emily B.	9	3	.	2	2	1	1	2
P. 33	Jackson, Sarah E.	8	4	.	2	2	1	2	1
" 19	Lewis, Mary C.	8	4	.	.	.	1	2	1
W. 31	Lenox, Susanna	11	1	.	2	1	1	1	1
" 30	Muldoon, Mary A.	6	6	5	2	3	1	2	1
" 23	McGowan, Jeanette	9	3	.	2	2	1	1	1
" 31	Norman, Josephine M.	11	1	1	2	1	2	1	1
P. 19	Pierce, Maria F.	7	5	.	2	.	1	2	1
W. 22	Quick, Sarah L.	4	8	.	.	.	.	3	.
P. 13	Royce, Annie	.	12	.	.	.	.	.	.
" 24	Swinsen, Eliza J.	10	2	.	3	3	1	1	2
W. 4	Sayre, Clarissa J.	8	4	.	3	3	1	2	2
P. 7	Topping, Mary E.	10	2	.	1	2	1	1	1
W. 49	Turrell, Chloe	12	.	.	3	1	1	.	3
" 32	Underhill, Mary E.	9	3	.	2	2	1	1	3
" 18	Walsh, Margaret H.	8	4	2	2	2	1	2	1
" 19	Wicks, Emma N.	10	2	.	2	2	1	1	1
P. 31	Whelan, Mary C.	4	.	.	1	1	1	.	1
	Wood, Emma C.	7	.	.	.	.	2	.	.

CLASS B—SECOND DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Geometry.	Grammar.	Philosophy.
W. 31	Ankers, Mary	12				1	1	2	2	1
P. 7	Anderson, Mary J	7	100.	4		2	2	1	1	
W. 4	Bertine, Sarah E.	9	100.			1		2	1	1
P. 4	Bertine, Mary A	3						2		1
W. 11	Bishop, Mary E	9	42			1	1	4	1	1
P. 34	Bulter, Mary E.	3	3					2		2
W. 28	Cartwright, Sarah A.	9	3			2	2	2	1	2
" 31	Cook, Sophia	7	5					1		2
P. 30	Canty, Annie M G ..	12				1	1	1	1	1
W. 11	Conklin, Phoebe		12			2		1	1	1
P. 13	Carpenter, Sarah C	9	2			2	1	1	1	1
W. 28	Dickenson, Isabella C.	5	7	2						2
" 17	Dealing, Charity	9	4	1		1	3	2	1	1
" 41	Ellison, Adeline		4							
" 34	Flack, Lucretia Y ..	12								2
" 40	Graham, Eliza	1	11							
" 29	Hazard, Cath	9	3			1	1	1	1	1
" 34	Keeler, Harriet	8	4			2		3	1	1
" 17	Kyle, Louisa	11				1	1	1	1	1
" 8	Kane, Catharine	8	3			1	3	2	1	1
Ev 8c	Keane, Mary E	4		1		1	1	2	1	1
W. 21	McConnellogue, Susan M.	10	2			1	1	1	1	1
P. 8	McLugh, Kate	12				1	1	1	1	1
W. 28	McKenna, Mary F	6	9		5			2		2
" 8	Nash, Mary Anna	11	1			2	4	2	1	1
" 48	Odell, Sarah	11	1			1	2	1	1	1
P. 18	Radan, Kate A	8	4					2	1	2
W. 44	Reeves, Sarah A	8	4			3	3	1	1	1
P. 5	Rynn, Sarah	7	5			1	3	1	1	1
W. 11	Ritchie, Kate F	9	3			2		2	2	1
" 15	Rowe, Mary A	7	5			2		1	1	2
" 3	Scudder, Eliza B	12				1	1	1	2	1
" 13	Smith, Catharine L ..	8	4			2	2	1	1	2
" 13	Sill, Hannah A	12				1	1	1	1	1
" 32	Smith, Margaret	10	2			1	1	1	1	1
" 47	Scudder, Anna	12						1		
" 33	Thompson, Maria J ..	7	5					1	1	1
" 19	Tompkins, Mary H ..	11	1			2	2	1	1	1
P. 11	Vesey, Matilda	8	4					3	1	1
W. 17	Wilson, E. D	6	6	1	6		1	1	2	1
P. 19	Webb, Ella	9	3			3		2	1	1
W. 49	Wilson, Catharine A ..	10	2			2	2	1		1
P. 20	Gildersleeve, Mary ..	9	3		2		2	2	1	

CLASS B—THIRD DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Geometry.	Grammar.	Philosophy.
W. 47	Adams, Jane R	9	3	1	1	2		2	2	1
" 29	Armstrong, B. S.	12		1		1	3	1	2	1
" 19	Blake, Elizabeth	12		1		3	1	1	1	1
" 21	Burrell, Frances J	11	1			3	2	1	2	1
" 41	Cole, Louisa B.	9	3	1	3	3	2	1	2	1
" 3	Cavannah, Emma J.	9	3			3		1	1	1
P. 13	Coombs, Maria	7	5	2		2	2	1	1	1
" 4	DeLong, Harriet T.	12		2		1	1	1	1	1
P. 20	DeLong, Juliette B.	11	1	2		3	3	1	2	1
W. 30	Doyle, Margaret E.	8	4		1	2		1	3	1
" 10	Emmerson, Annie	8	4	1		3			3	1
" 15	Fairfield, Emma E.	3	9		6	3				
" 18	Foshour, Bridget T.	12		1		3	3	2	5	1
P. 16	Finley, Georgiana R.	10	2			3	3	1	1	1
W. 26	Goodwin, Anna.	9	3	1		3		1	4	1
" 41	Golder, Emily	10	2	1	1	3	2	1	4	1
" 18	Holden, Annie M.	8	4			1	2	1	1	1
" 11	Howe, Harriet F.	10	2			1	2	1	5	
" 33	Jolie, Hannah A.	10	2			1	2	1	1	
P. 32	Lennon, Henrietta M. C.	4	8							3
" 48	Lench, Rebecca.	8	4	2		3	4	1	2	1
" 34	Laton, Phoebe L.	8	4			2		1	4	1
" 6	Little, Sophia E.	7	5	1	4	2	4	1	3	1
W. 31	Lowe, Anna E.	12				2		1	1	1
" 4	Leuba, Mary A.	6	6		6	2				
" 28	Morgan, Eliza E.		12							
P. 14	Moore, Sarah L.	6	6			2	3			2
W. 34	Moore, Mary A.	7	5		5	3				2
P. 7	McLudoo, Jane B.	12		2		2	2	1	1	1
W. 23	McDermott, Mary J.	12		1		2	2	2	5	1
" 11	McEntee, Mary	9	3	2		2	3	1	1	1
" 15	McCaffrey, Margaret F.	8	4		1	2	4	2	4	3
" 29	Ochs, Laura	11	1	1		2	1	1	4	1
" 34	Orr, Josephine	7	5		4	2	2	2	3	1
" 28	Orrell, Louisa J.	12		3		1	1	1	1	1
P. 7	Sleight, Cornelia	8	4	2		2	3	1	2	1
W. 16	Sleight, Elizabeth	3	9	2		3	3			1
" 1	Stephens, Mary V.	3	9	1		1	3		2	1
" 42	Stuyvesant, Josephine E.	9	3	1		3	3	2	2	1
" 15	Secord, Ursula D.	8	4	2		3		2	3	2
" 7	Tremby, Mary	3	9	2	7					
" 16	Thorp, Melissa	8	4	3	4		4	1	5	1
" 44	Vreeland, Emma	10	2	1		1	3	1	1	1
" 11	Vandervoort, Mary F.	11	1	1		2				
" 47	Way, Lucy G.		12		8					
P. 16	Watts, Jane E.	10	2	1		2	3	3	5	1
W. 21	Widoughby, Mary J.	9	3			3		3	4	1
P. 26	Weir, Emma	6	6						4	3
" 28	Young, Sarah	10	2	2			3	1	5	1

CLASS B—FOURTH DIVISION.

	PUPILS' NAMES.	Presen.	Absent.	Late.	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Grammar.	Geometry.	Philosophy.
W. 43	Adams, Sarah A	6	6					1		2
P. 5	Alexander, Jane	9	3		1	1		3	1	1
W. 20	Brown, Adelaide	6	6	1		2		3	1	1
" 8	Brown, Susan B	3	9		9					
" 13	Bildisco, Louisa	11	1			1	1	2	1	1
P. 22	Brinckerhoff, Cornelia W	6	6	1					1	
W. 1	Berzman, Mary A	12				1	1	1	1	1
" 12	Clark, Sarah G.	3							1	1
" 41	Connolly, Mary A.	12				1	1	1	1	1
" 29	Cohen, Sarah	7	5	1		2		4	3	1
" 29	Cox, Christina W	1	11		11					
P. 17	Craft, Amelia	10	2	1		2	2	2	1	1
" 14	Colston, Mary A	11	1			1	1	1	1	1
W. 18	Drew, Ellen	4	8	1						2
" 5	Dalton, Eliza A		12							
" 28	Dana, Agnes	8	4	2		2	3	2	1	2
" 36	Dodge, Maria J.	8	4	3	4	3		1	2	1
P. 6	Dugan, Georgiana	9	3		2	3	3	1	2	1
	Doyle, Elizabeth T	10	2			1	3	2	1	1
W. 44	Franklin, Annie M	9	3	1	1	2	2	2	2	1
" 42	Gassner, Almira	6	6	2						
" 28	Gellen, Barbara	9	3		3	1	3	1	1	2
" 17	Grady, Annie E.	10	2			2	3	1	2	1
P. 12	Gilbert, Agnes E	1	11							
W. 13	Hickok, Mary	1	1		2		2	5	2	1
P. 22	Hoozland, Matilda	8	4			2	3	3	1	2
" 40	Hollister, Annie	6	6	1				1		1
" 39	Lockwood, Mary V	6	6							2
" 27	Muller, C. Fredericks	7	5	3		3	3	1	2	2
W. 39	Manwaring, Mary E.	6	6		6					
" 45	May, Lizzie	8	4	3		2	3	1		2
P. 32	Moriarty, Cath. Y	6	6	3	4					3
W. 1	Murphy, Joanna M	8	4			1	1	1	1	1
P. 27	Mott, Nancy	8	4		1	2	3	1	2	2
" 2	McIntroy, Jane T.	10	2	2	1	1		3	2	1
W. 23	McHugh, Mary A.									
" 24	O'Donnell, Elizabeth	7	5	2	5	3		2		
P. 11	Palmer, Clementine	8	4			3		2		1
W. 12	Peters, Louisa J.	6	4			2	2	1		1
" 17	Root, Mary A	9	3	3	3	2		3	3	1
" 2	Romer, Maria L	9	3	3		2	3	1		1
" 11	Stanton, Hannah V	7	5	3	5	3	3	2		1
" 46	Swarts, Eugenia	9	3		1	3		2	3	1
" 32	Smith, Elizabeth	6	6				2		1	1
" 38	Sanford, Jane A.	6	6	2						
" 40	Sherman, Anna	2	10		4					
" 19	Smith, Anna	10	2			2		1		1
" 45	Sutton, Adeline V	9	3	1		1		2	1	1
" 44	Tappan, Hannah	8	4			1	1	1	1	1
	Van Aiken, Mrs. Georgiana	12				1	1	1	1	1
W. 32	Vanderpool, Rachel L		12							
P. 1	Van Cott, Isabella	9	3	3		2		3	2	
W. 28	Wilson, Sarah C	8	4			2	3		1	

CLASS B—FIFTH DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE 11				
						Arithmetic.	Algebra.	Geometry.	Grammar.	Philosophy.
P. 29	Anderson, Eliza A	11	1			1	2	1	1	1
W. 4	Bruen, Jane E	11	1			1	1	1	1	1
" 8	Breen, Margaret A	12				1	1	2	1	1
" 48	Botts, Catherine M	11	1			1	1	1	4	1
P. 27	Beatty, Eliza J	6	6					1	1	1
W. 29	Byrnes, Ellen L	7	5			2				2
P. 20	Bergen, Margaretta	5	7			2			1	2
	Clark, Kate L	11	1			1	1	1	2	1
W. 18	Corson, Tabitha D	11	1			1	2	1	2	1
" 30	Collins, Hannah T	10	2			1	2	1	1	1
" 30	Connolly, Jane M	9	3			2	2	1	4	1
" 12	Douglass, Caroline A	8	4			1	5	1	1	2
" 42	Daga, Maria	2						1		
" 6	Greene, Mary A	11	1			3	3	1	2	1
	Graham, Victoria	9	3	4		2	2	1	4	2
W. 33	Gahagan, Irene M	10	2	5		3	5	1	2	1
" 33	Gordon, Sarah M	11	1	4		2	5	1	2	1
P. 33	Fair, Alice	12				1	1	1	2	1
W. 44	Francis, Anna M	9	3			1	5	2	1	1
" 20	Felter, Lucretia	12				2	2	1	2	1
" 9	Hanaway, Emily S	10	2	2		2	2	2	1	1
" 9	Hanaway, Amelia W.	6	6	1		2	1	2	2	2
" 16	Hill, Jane M	9	3	3		1	3	1	1	2
" 15	Hill, Sarah C	7	5	3		2	3	2	2	1
" 33	Hutchings, Charlotte	7	5			2	4	1	1	1
" 32	Hiltman, Rebecca	12				1	1	3	1	1
P. 1	Harrison, Bridget M.	8	4			2	4			2
W. 7	Lawrence, Mary C	8	4			2	3	2	1	2
" 16	Lindbeck, Amelia	8	4	4			5	3	1	2
P. 6	Mitchell, Annie	6	6							
W. 46	Moore, Kate A	4	8							
" 42	Miller, Mary E	8	4			3	6	2	1	2
P. 2	Madrooney, Cath. H. M.	8	4				4	3	2	2
W. 1	McCallum, Emily E.	11	1	1		2	6	3	5	1
" 42	McGuire, Anna E.	11	1	1		1	2	2	2	1
	McClelland, Ellen	9	3	1		1	2	1	1	1
W. 1	McLoughlin, Eliza									
" 9	Morrison, Fanny	8	4			1	2	1		1
" 11	Macfarlane, Mary J.	9	9	2		2	3	1	1	1
" 13	Nos, Esther	7	5	2			3			2
P. 20	Northrip, Mary E	11	1	1		1	2	1	1	1
W. 1	O'Brien, Mary A.	12		2		1	1	2	1	1
" 26	O'Connell, Elizabeth	12		2		1	1	3	2	1
P. 4	Taylor, Mary J	12				1	1	1	4	1
W. 33	Thompson, Mary F	11	1			2	2	1	1	1
P. 1	Vandewater, Mary A	8	4			2	3	2	2	2
" 24	Wandell, Elizabeth S.	5	7	1	7					
W. 48	Walker, Lemina	6	6						1	
" 15	Young, Euphemia	4	8		8				4	
" 23	Sheren, Mary	12					2	4	4	1
" 33	Walker, Josephine	11	1			1	1	1	1	1
" 20	Hutchings, Jane	8		1				1		1

CLASS C—FIRST DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Excused.	GRADE IN				
					Grammar.	Arithmetic.	Algebra.	History.	Etymology.
W. 33	Adams, Margaret	1	11	6	4	1	1	1	1
" 29	Butta, Amy B.	10	2	2	1	1	1	1	1
" 10	Bliven, Marlon A.	9	3	3	3	4	2	3	2
" 10	Bliven, Anna A.	10	2	2	3	3	3	3	1
" 20	Cornell, Florinda	11	1	2	2	4	2	3	2
" 27	Condon, Isabella M.	10	2	2	1	3	2	3	2
" 3	Chisholm, Mary	8	4	1	3	2	2	2	1
" 3	Davis, Mary J.	2	10	2					
	Ely, Phebe M.	4	1		2	3	2	1	1
	Faulds, Sarah J.	5			1	2	1	1	2
W. 6	Gornley, Jane A.	11	1		1	3	2	2	1
" 20	Griffiths, Sarah	8	4	3	4	4	2	3	2
	Hands, Laura	5			1	1	1	2	1
P. 16	Halstead, Josephine	5	7	4					
W. 12	Harris, Sarah L.	10	2	2	3	3	2	3	3
" 16	Harnott, Georgiana	6	4	3	2	2	2	2	1
P. 8	Hunter, Sophia	12			4	1	1	1	1
W. 20	Hamilton, Mary A. T.	11	1	1	3	2	2	3	1
" 19	Hepburn, Mary C.	7	5		2	3	2	1	1
	Hough, Stella	5			1	1	1	2	1
P. 14	Ileson, Eliza B.	9	3	2	1	1	1	1	1
W. 13	Kirk, Frances C.	10	2	2	2	3	1	1	2
" 31	Ketchum, Mary B.	7	5	2	4	3	1	3	3
" 38	Kohler, Rebecca	9	3	3	3	2	1	3	2
" 28	Kotb, Sarah M.	7	5						
	McLain, Ellen	5			1	1	1	2	1
W. 30	McGill, Mary E.	9	3		1	3	2	2	2
" 26	O'Brien, Kate E.	10	2	1	1	1	1	1	1
	Petrie, Selinda	4	8		1	2	1	1	2
	Purdy, Anna	2	3		2	2	2	2	2
W. 47	Requa, Catharine	11	1		1	2	1	1	1
" 39	Simson, Angelina F.	11	1		3	2	2	3	2
" 12	Smith, Margaret V.	11	1		2	2	2	2	1
" 5	Scatliff, Emma J.	11	1		2	2	1	2	2
" 38	Stevens, Frances A.		12	4					
P. 17	Smith, Olive C.	8	4				1	2	2
	Sisk, Eliza	5			1	1	1	1	1
	Sharpe, Mary	4			1	3	2		2
W. 43	Tone, Laura A.	8	4	3	3	3	2	3	2
" 32	Van Tine, Henrietta	9	3		3	3	2	2	2
" 48	Woodgate, Mary A.		12						
" 3	Wilson, Caroline C.	6	6	4	2	2	1	1	1
" 36	Webb, Abbie G.	10	2		2	2	2	3	3
" 28	Walsh, Margaret	10	2		1	1	1	1	2
" 20	Wehle, Bertha	12			1	1	1	1	1
" 38	Willet, Angelina	6	6	5	3	3	2	2	2
	Wilks, Mary	5			1	2	1		1
W. 3	Wright, Maria J.	11	1		3	3	1	1	2
" 31	Simkins, Sarah	4			1	1	1		2

CLASS C—FOURTH DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Grammar.	History.	Etymology.
W. 8	Birmingham, Susan A	4	8	1	5	4	4	3	4	4
" 6	Brady, Mary G	10	2	5		3	3	3	2	3
P. 31	Bartley, Alice		12		12					
W. 8	Baird, Jane C	6	8	5		3	3	3	3	
" 20	Bell, Mary O	7	6			3	3	4	3	
" 15	Canfield, Caroline L.	1	11		11					
" 40	Crown, Eliza	6	6			4	3	3		3
P. 3	Cook, Margaret K	4	8			4	3	3	4	3
" 37	Crawford, Sarah	6	6	1	4	3	3	2	2	3
W. 22	Coleman, Fanny H		12		7					
P. 5	Curtis, Ann M	2	10		6					
W. 38	Crasper, Victoria S	10	2	2	2	1	2	2	1	1
" 29	Duncan, Mary G	9	3			3	2	2	2	1
" 12	Daly, Ellen		12							
P. 8	Dawson, Lucy M. A	1	11		6					
W. 52	Delaney, Amelia	12				1	1	2	1	1
Miss'n	Denham, Emma	9	3	1		2	1	2	1	1
	Darling, Mrs. Eveline	2	10							
P. 22	Erlacher, Ellen	8	4	2	3	3	3	2	3	3
	Ferguson, Mary	12		2		1	1	2	1	1
W. 17	Fox, Margaret	9	1			2	2	2	1	3
P. 2	Feisty, Mary E	7	5	6		3	3	3	3	3
W. 31	Fitzpatrick, Mary	3				2	3	1		
P. 27	Green, Mary E	8	4	3	5	3	2	3	3	3
W. 45	Grafton, Emily R	10	2	2		1	1	2	1	1
" 39	Hibberd, Catharine A		12		7					
P. 14	Hopper, Mary		12		7					
W. 17	Kenny, Kate		12		6					
P. 24	Keating, Hannah E	7	5	6		3	2	3	3	
W. 43	Kinnaird, Elizabeth	7	5	1		2	2	2	2	3
" 37	Lawson, Elizabeth	5	7		5	3	2	2		
P. 7	Lang, Amelia E		12		7					
W. 10	Linebeck, Annie	9	3	7		3	2	2	3	2
P. 16	Moulton, Lydia B	4	8	2		3	1	2	2	
W. 17	Moore, Emma	7	5	1		3	2	2	2	3
" 39	Meeker, Aelia	6	6			2	2	2	2	2
P. 4	Moore, Ann Amelia	9	3	1		2	2	2	3	3
W. 36	Macpherson, Annie M	4	8	2	4	4	3	2	3	
" 22	Marshall, Mary E		12		12					
" 34	Moore, Mary E	1	11		11				3	
" 6	McKevitt, Julia	8	4	1	2	3	2	2		
" 22	McPhillamy, Margaret	6	6		4	3	2	2	2	2
" 18	Nevins, Emily C	7	5	1	4	4	2	2	2	3
" 33	Pollock, Charlotte	7	5	6		3	1	3	3	3
" 17	Smith, Agnes H	10	2			2	2	2	2	3
" 45	Schureman, Cornelia A	4	8	1	4					
P. 3	Slote, Anne	2	10							
W. 40	Smith, Amy A	5	7	1		4	2	2	2	3
" 20	Stratton, Lavinia	6	6		3	4	3	3	4	
	Tone, Fanny G	3	2			3	2	1	3	
	Updike, Lizzie S	10	2	2		2	2	2	2	2
W. 18	Walsh, Agnes M	10	2			1	1	2	1	2
P. 17	Whitehead, Sarah A	10	2	1		3	2	2	1	2
" 8	Wagner, Elizabeth A	9	3	1	3	3	2	2	2	3
W. 34	Wharum, Emily	4	1							
" 8	Young, Isabella	8	4	3	4	3	2	2	3	3

No. 6.

DEPARTMENT OF PUBLIC INSTRUCTION.

STATE OF NEW-YORK.

BOARD OF EDUCATION,

CITY OF NEW-YORK, APRIL 20, 1859.

MR. WILLIAMS presented a Report from the Executive Committee on Free Academy, to whom were referred the Resolutions of Commissioners Gildersleve and Benedict, relative to the salary of Professor Morales, and the study of the Spanish and German Languages in the Free Academy, recommending that the Professors of the aforesaid Languages, and also the Professor of Natural History, be paid in proportion to the time engaged in instruction.

Ordered, *That said Report be laid on the table and printed.*

THOMAS BOESÉ,

Clerk.

CLASS B—THIRD DIVISION.

		PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN				
							Arithmetic.	Algebra.	Geometry.	Grammar.	Philosophy.
W	47	Adams, Jane R	9	2	1	1	3		2	2	1
"	29	Armstrong, B. S	12		1		1	3	1	2	1
"	19	Blake, Elizabeth	12		1		2	1	1	1	1
"	21	Barrell, Frances J.	11	1			2	2	1	2	1
"	41	Cole, Louisa S.	9	3	1	3	3	2	1	2	1
"	3	Cavanaugh, Emma J.	9	3			3		1	1	1
P	12	Coombs, Maria	7	5	2		2	2	1	1	1
"	4	DeLong, Harriet T.	12		2		1	1	1	1	1
P	20	DeLong, Juliette B.	11	1	2		3	3	1	2	1
W	30	Doyle, Margaret E.	8	4		1	2		1	3	1
"	10	Emmerson, Annie	8	4	1		3			3	1
"	15	Fairfield, Emma E.	3	9		6	3				
"	18	Foshour, Bridget T.	12		1		3	3	2	5	1
P	15	Finley, Georgiana R.	10	2			3	3	1	1	1
W	25	Goodwin, Anna	9	3	1		3		1	4	1
"	41	Golder, Emily	10	2	1	1	3	2	1	4	1
"	18	Holden, Annie M.	8	4			1	2	1	1	1
"	11	Howe, Harriet F.	10	2			1	2	1	5	
"	33	Jolie, Hannah A.	10	2			1	2	1	1	
P	32	Lennon, Henrietta M. C.	4	8							2
"	48	Leach, Rebecca	8	4	2		3	4	1	2	1
"	34	Laton, Phoebe L.	8	4			2		1	4	1
"	5	Little, Sophia E.	7	5	1	4	2	4	1	3	1
W	31	Lowe, Anna E.	12				2		1	1	1
"	4	Leuba, Mary A.	6	6		6	2				
"	28	Morgan, Eliza E.		12							
P	14	Moore, Sarah L.	6	6			2	3			3
W	34	Moore, Mary A.	7	5		5	3				2
P	7	McIndoe, Jane B.	12		2		2	2	1	1	1
W	23	McDermott, Mary J.	12		1		2	2	2	5	1
"	11	McEntee, Mary	9	3	2		2	3	1	1	1
"	15	McCaffrey, Margaret F.	8	4		1	2	4	2	4	3
"	29	Ochs, Laura	11	1	1		2	1	1	4	1
"	34	Orr, Josephine	7	5		4	2	2	2	3	1
"	28	Orrill, Louisa J.	12		3		1	1	1	1	1
P	7	Slaight, Cornelia	8	4	2		2	3	1	2	1
W	16	Slaight, Elizabeth	3	9	2		3	3			1
"	1	Stephens, Mary V.	3	9	1		1	3		2	1
"	42	Stuyvesant, Josephine E.	9	3	1		3	3	2	2	1
"	15	Secord, Urania D.	8	4	2		3		2	3	2
"	7	Trambly, Mary	3	9	2	7					
"	16	Thorp, Melissa	8	4	3	4		4	1	6	1
"	44	Freeland, Emma	10	2	1		1	3	1	1	1
"	11	Vandervoort, Mary F.	11	1	1		2				
"	47	Way, Lucy G.		12		8					
P	15	Watts, Jane E.	10	2	1		2	3	3	5	1
W	21	Woloughby, Mary J.	9	3			3		3	4	1
P	26	Weir, Emma	6	6						4	3
"	29	Young, Sarah	10	2	2			3	1	5	1

CLASS B—FOURTH DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Grammar.	Geometry.	Philosophy.
W. 43	Adams, Sarah A	6	8	.	.	.	.	1	.	2
P. 5	Alexander, Jane	9	3	.	1	1	.	3	1	1
W. 20	Brown, Adelaide	6	6	1	.	3	.	3	1	1
" 8	Brown, Susan R	3	9	.	9	.	.	.	.	.
" 13	Bildersen, Louisa	11	1	.	.	1	1	2	1	1
P. 23	Brinckerhoff, Cornelia W	6	6	1	.	1	.	1	1	1
W. 1	Bergman, Mary A	12	.	.	.	1	1	1	1	1
" 12	Clark, Sarah G.	3	.	.	.	.	.	.	1	1
" 41	Connolly, Mary A.	12	.	.	.	1	1	1	1	1
" 20	Cohen, Sarah	7	5	1	.	2	.	4	3	1
" 20	Cox, Christina W	1	11	.	11	.	.	.	.	.
P. 17	Craft, Amelia	10	2	1	.	2	2	2	1	1
" 14	Colston, Mary A	11	1	.	.	1	1	1	1	1
W. 18	Drew, Ellen	4	8	1	.	.	.	.	.	2
" 5	Dalton, Eliza A . . . . .	.	12	.	.	.	.	.	.	.
" 28	Dana, Agnes	8	4	2	.	2	3	2	1	2
" 36	Dodge, Maria J.	8	4	3	4	3	.	1	2	1
P. 6	Dugan, Georgiana	9	3	.	2	3	3	1	2	1
	Doyie, Elizabeth T	10	2	.	.	1	3	2	1	1
W. 44	Franklin, Annie M.	9	3	1	1	2	2	2	2	1
" 42	Gassner, Almira	6	6	2	.	.	.	.	.	.
" 28	Gellen, Barbara	9	3	.	3	1	3	1	1	2
" 17	Geary, Annie E.	10	2	.	.	2	3	1	2	1
P. 12	Gilbert, Agnes E.	1	11	.	.	.	.	.	.	.
W. 13	Hickok, Mary.	11	1	.	2	.	2	5	2	1
P. 22	Hoozland, Matilda.	8	4	.	.	2	3	3	1	2
" 40	Hollister, Annie.	6	6	1	.	.	.	1	.	1
" 39	Lockwood, Mary V.	6	6	.	.	.	.	.	.	2
" 27	Miller, C. Fredericksa	7	5	3	.	3	3	1	2	2
W. 38	Manwaring, Mary E.	6	6	.	6	.	.	.	.	.
" 45	Mav, Lizzie	8	4	3	.	2	3	1	.	2
P. 32	Moriarty, Cath. Y	6	6	3	4	.	.	.	.	3
W. 1	Murphy, Joanna M.	8	4	.	.	1	1	1	1	1
P. 27	Mott, Nancy	8	4	.	1	2	3	1	2	2
" 2	McIntoy, Jane T.	10	2	2	1	1	.	3	2	1
W. 23	McHugh, Mary A. . . . .	.	.	.	.	.	.	.	.	.
" 24	O'Donnell, Elizabeth.	7	5	2	5	3	.	2	.	.
P. 11	Palmer, Clementine	9	4	.	.	3	.	2	.	1
W. 12	Peters, Louisa J	8	4	.	.	2	2	1	.	1
" 17	Reol, Mary A.	9	3	3	3	2	.	3	3	1
" 2	Romer, Maria L.	9	3	3	.	2	3	1	.	1
" 11	Stratton, Hannah V	7	5	3	5	3	3	2	.	1
" 40	Swarts, Eugenia.	9	3	.	1	3	.	2	3	1
" 32	Smith, Elizabeth	6	6	.	.	.	2	.	1	1
" 38	Sanford, Jane A	8	6	2	.	.	.	.	.	.
" 40	Sherman, Anna	2	10	.	4	.	.	.	.	.
" 19	Smith, Anna	10	2	.	.	2	.	1	.	1
" 45	Sutton, Adeline V.	9	3	1	.	1	.	2	1	1
" 44	Tappan, Hannah.	8	4	.	.	1	1	1	1	1
	Van Aiken, Mrs. Georgiana	12	.	.	.	1	1	1	1	1
W. 32	Vanderpool, Rachel L . . . . .	.	12	.	.	.	.	.	.	.
P. 1	Van Cott, Isabella.	9	3	3	.	2	.	3	2	.
W. 28	Wilson, Sarah C.	8	4	.	.	2	3	.	1	.

CLASS B—FIFTH DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Geometry.	Grammar.	Philosophy.
P. 29	Anderson, Eliza A.....	11	1	.	.	2	2	1	1	1
W. 4	Bruen, Jane E.....	11	1	.	.	1	1	1	1	1
" 8	Breen, Margaret A.....	12	.	.	.	1	1	2	1	1
" 48	Boita, Catharine M.....	11	1	.	.	1	1	1	4	1
P. 27	Beatty, Eliza J.....	8	6	.	.	.	.	1	1	1
W. 29	Byrnes, Ellen L.....	7	6	.	.	.	.	.	.	2
P. 20	Bergen, Margaretta.....	5	7	.	.	.	.	.	1	2
	Clark, Kate L.....	11	1	.	.	1	1	1	2	1
W. 18	Corson, Tabitha D.....	11	1	.	.	1	2	1	2	1
" 30	Collins, Hannah T.....	10	2	.	.	1	2	1	1	1
" 30	Connolly, Jane M.....	9	3	.	.	2	2	1	4	1
" 12	Douglass, Caroline A.....	8	4	.	.	1	5	1	1	2
" 42	Daga, Maria.....	2	.	.	.	.	.	1	.	.
" 6	Greene, Mary A.....	11	1	.	.	3	3	1	2	1
	Graham, Victoria.....	9	3	4	.	2	2	1	4	2
W. 33	Gabagan, Irene M.....	10	2	5	.	3	5	1	2	1
" 33	Gordon, Sarah M.....	11	1	4	.	2	5	1	2	1
P. 33	Fair, Alice.....	12	.	.	.	1	1	1	2	1
W. 44	Francis, Anna M.....	9	3	.	.	1	5	2	1	1
" 20	Felton, Loretta.....	12	.	.	.	2	2	1	2	1
" 9	Hanaway, Emily S.....	10	2	2	.	2	2	2	1	1
" 9	Hanaway, Amelia W.....	6	6	1	.	2	1	2	2	2
" 16	Hill, Jane M.....	9	3	3	.	1	3	1	1	2
" 15	Hall, Sarah C.....	7	5	3	.	2	3	2	2	1
" 33	Hutchings, Charlotte.....	7	5	.	.	2	4	1	1	1
" 32	Hiltman, Rebecca.....	12	.	.	.	1	1	3	1	1
P. 1	Harrison, Bridget M.....	8	4	.	.	2	4	.	.	2
W. 7	Lawrence, Mary C.....	8	4	.	.	2	3	2	1	2
" 16	Lebeck, Amelia.....	8	4	4	.	.	5	3	1	2
P. 6	Mitchell, Annie.....	6	6	.	.	.	.	.	.	.
W. 46	Moore, Kate A.....	4	8	.	.	.	.	.	.	.
" 42	Miller, Mary E.....	8	4	.	.	3	5	2	1	2
P. 2	McDonney, Cath. H. M.....	8	4	.	.	.	4	3	2	2
W. 1	McCallum, Emily E.....	11	1	1	.	2	5	3	5	1
" 42	McGuire, Anna E.....	11	1	1	.	1	2	2	2	1
	McClelland, Ellen.....	9	3	1	.	1	2	1	1	1
W. 1	McLoughlin, Eliza.....	.	.	.	.	.	.	.	.	.
" 9	Morrison, Fanny.....	8	4	.	.	1	2	1	.	1
" 11	Macfarlane, Mary J.....	9	3	2	.	2	3	1	1	2
" 13	Noe, Esther.....	7	5	2	.	.	3	.	.	2
P. 20	Northrop, Mary E.....	11	1	1	.	1	2	1	1	1
W. 1	O'Brien, Mary A.....	12	.	2	.	1	1	2	1	1
" 26	O'Connell, Elizabeth.....	12	.	2	.	1	1	3	2	1
P. 4	Taylor, Mary J.....	12	.	.	.	1	1	1	4	1
W. 33	Thompson, Mary F.....	11	1	.	.	2	2	1	1	1
P. 1	Vandewater, Mary A.....	8	4	.	.	2	3	2	2	2
" 24	Wandell, Elizabeth S.....	5	7	1	7	.	.	.	.	.
W. 48	Walker, Jemima.....	6	6	.	.	.	.	.	1	.
" 15	Young, Euphemia.....	4	8	.	8	.	.	.	4	.
" 23	Sheren, Mary.....	12	.	.	.	.	2	4	4	1
" 33	Walker, Josephine.....	11	1	.	.	1	1	1	1	1
" 20	Hutchings, Jane.....	8	.	1	.	.	.	1	.	1

CLASS C—FIRST DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Excused.	GRADE IN				
					Grammar.	Arithmetic.	Algebra.	History.	Etymology.
W. 33	Adams, Margaret	1	11	5	4	.	.	.	.
" 29	Botta, Amy B.	10	2	.	1	1	1	1	1
" 10	Bliven, Marion A.	9	3	3	2	4	2	3	2
" 10	Bliven, Anna A.	10	2	2	3	3	3	3	2
" 20	Cornell, Florinda	11	1	.	2	4	2	3	2
" 27	Condon, Isabella M.	10	2	2	1	3	2	3	3
" 3	Chisholm, Mary	8	4	1	3	2	2	2	1
" 3	Davis, Mary J.	2	10	2	.	.	.	.	.
	Ely, Phebe M.	4	1	.	2	3	2	1	1
	Faulds, Sarah J.	5	.	.	1	2	1	1	2
W. 5	Gormley, Jane A.	11	1	.	1	3	2	2	1
" 20	Griffeth, Sarah	8	4	3	4	4	2	3	2
	Handa, Laura	5	.	.	1	1	1	2	1
P. 16	Halstead, Josephine	5	7	4	.	.	.	.	.
W. 12	Harris, Sarah L.	10	2	2	3	3	2	3	3
" 16	Harnott, Georgiana	8	4	3	2	2	2	2	1
P. 6	Hunter, Sophia	12	.	.	4	1	1	1	1
W. 20	Hamilton, Mary A. T.	11	1	1	3	2	2	3	1
" 19	Hpburn, Mary C.	7	5	.	2	3	2	1	1
	Hough, Ste la	5	.	.	1	1	1	2	1
P. 14	Ideson, Eliza B.	9	3	2	1	1	1	1	1
W. 13	Kirk, Frances C.	10	2	2	2	3	1	1	2
" 31	Ketchum, Mary S.	7	5	2	4	3	1	3	3
" 38	Kohler, Rebecca	9	3	3	3	2	1	2	2
" 28	Kolb, Sarah M.	7	5	.	.	.	.	.	.
	McLain, Ellen	5	.	.	1	1	1	2	1
W. 30	McGill, Mary E.	9	3	.	1	3	2	2	2
" 26	O'Brien, Kate E.	10	2	1	1	1	1	1	1
	Petrie, Selinda	4	8	.	1	2	1	2	2
	Purdy, Anna	2	3	.	2	.	.	2	2
W. 47	Requa, Catharine	11	1	.	1	2	1	1	1
" 39	Simpson, Angelina F.	11	1	.	3	2	2	3	2
" 12	Smith, Margaret V.	11	1	.	2	2	2	2	1
" 5	Scathiff, Emma J.	11	1	.	2	2	1	2	2
" 38	Stevens, Frances A.	.	12	4	.	.	.	.	.
P. 17	Smith, Olive C.	8	4	.	.	.	1	2	2
	Sisk, Eliza	5	.	.	1	1	1	1	1
	Sharpe, Mary	4	.	.	1	3	2	.	2
W. 43	Tone, Laura A.	8	4	3	3	3	2	3	2
" 32	Van Tine, Henrietta	9	3	.	3	3	2	2	2
" 48	Woodgate, Mary A.	.	12	.	.	.	.	.	.
" 3	Wilson, Caroline C.	6	6	4	2	2	1	1	1
" 36	Webb, Abbie G.	10	2	.	2	2	2	3	3
" 28	Walsh, Margaret	10	2	.	1	1	1	1	2
" 20	Wehle, Bertha	12	.	.	1	1	1	1	1
" 38	Willett, Angelina	6	6	5	3	3	2	2	2
	Willis, Mary	5	.	.	1	2	1	.	1
W. 3	Wright, Maria J.	11	1	.	3	3	1	1	2
" 31	Simkins, Sarah	4	.	.	1	1	1	.	2

CLASS C—SECOND DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Excused.	GRADE IN				
					Grammar.	Arithmetic.	Algebra.	History.	Etymology.
W. 18	Bonesteel, Wilhelmina								
" 20	Charlock, Charlotte	8	4	3	2	2	2	2	2
" 20	Clark, Emily	9	3		2	2	1	1	1
" 30	Costello, Mary A	8	4	2	2	4	3	2	2
" 36	Crummey, Susan	11	1		3	3	2	1	2
P. 26	Crowley, Julia L	9	3	2	3	2	1	2	1
" 22	Donaldson, Harriet A		12	12					
" 3	Donahue, Alice L	8	4	3	2	4	2	2	3
W. 5	Evans, Kate A	9	3		3	3	2	1	2
" 15	Gillis, Annie E	4	8	5	2				
P. 22	Gannon, Margaret	3	4		3	3	2	2	3
" 5	Giberson, Sarah F	9	3		1	1	1	2	2
" 37	Geary, Eleanor M	5	7	2	1	3	1	2	
" 43	Garret, Matilda	2			3		2		2
" 23	Hickock, Rachael	9	3		2	3	2	1	2
W. 13	Haddon, Agnes	10	2	1	3	1	2	1	2
" 22	Howe, Cornelia	10	2		3	1	2	2	3
P. 8	Hastings, Eva	11	1		2	2	1	1	1
" 10	Johnson, Gertrude S.	3	9	4	3				
W. 36	Jessup, Emma A	8	4	2	3	3	2	2	2
" 31	Jones, Catharine G.	11	1		1	1	1	1	1
" 8	Jolie, Jeannette	11	1		1	1	1	1	1
P. 2	Lawlor, Mary	10	2	2	3	2	2	2	3
W. 39	Lynch, Frances C.	7	5	2	2	3	2	2	3
P. 2	Magnire, Ellen	11	1		2	1	1	1	2
W. 47	McMann, Emma	6	6	2	3	3	1	2	
" 6	McMartin, Mary	11	1		1	2	1	1	1
" 11	McDonough, Elizabeth								
P. 3	Murray, Rose A	7	5		2	4	2	2	1
W. 16	Messenger, Sarah	9	3		1	3	2	2	1
P. 28	Purdy, Lavina M	9	4	4	3	3	2	2	2
" 32	Pethick, Julia J	4	8		2	4	2	2	2
W. 33	Ruden, Harriet E	3	9	5	3	4	2	3	3
" 18	Reynolds, Annie M	11	1		1	1	1	1	1
" 23	Ryan, Mary A	12			2	1	1	1	1
P. 23	Smith, Mary	9	3		3	3	2	3	2
W. 19	Stuyvesant, Sarah J	6	4		3	2	2	2	3
" 29	Snow, Helen L	1	11	4	2				
" 36	Squires, Mary E	9	3		3	4	2	2	3
" 12	Verplanck, Helena	10	2		2	1	1	2	1
" 44	Van Alstyne, Josephine	3	9	9					
" 13	Van Vorst, Anna E	6	6	6	1	3	2	3	
" 30	Van Riper, Anna M	11	1		2	2	1	1	1
P. 32	Williamson, Belinda	1	11	11	3				
W. 20	Wright, Agnes J	11	1		2	3	2	1	1
" 7	Weaver, Maria	1							
" 17	Whitton, Anna E	11	1		2	3	2	2	2

CLASS C—THIRD DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Grammar.	History.	Etymology.
W. 16	Blakely, Amelia A	5	7	1	5	.	3	2	.	2
" 7	Boyd, Margaret	5	7	.	.	.	3	3	.	3
" 27	Barrenpohl, Maria	7	5	2	.	4	3	3	2	4
" 36	Brush, Anna E	5	7	.	4	.	3	3	.	.
" 48	Beer, Elizabeth	4	.	.	.	3	2	2	.	.
" 40	Bisco, Deborah	9	3	.	3	2	2	2	2	2
" 50	Cotter, Ahra	8	4	.	.	4	1	2	2	3
" 29	Carroll, Elizabeth	8	4	.	.	4	3	3	3	2
" 33	Clancey, Mary E	4	8	2	8	.	3	3	4	.
" 29	Carman, Elizabeth W	3	11	.	7	.	2	2	3	.
" 2	Dodge, Charlotte	.	12	.	.	.	.	.	.	.
" 15	Doyle, Susan	9	3	.	3	2	2	1	3	2
P. 21	Duffy, Helen C	9	3	.	2	2	2	2	1	2
W. 36	Eppes, Mary E	8	4	1	.	4	2	2	.	2
P. 26	Fick, Mary	10	2	.	.	1	1	1	1	1
W. 29	Finley, Missouri G	9	3	.	.	1	1	2	2	.
"	Fox, Mary E	11	1	.	.	1	1	2	1	1
W. 31	Glasier, Sarah I	10	2	.	.	1	1	3	1	1
" 44	Goodenough, Emma J	8	4	.	.	2	2	3	3	3
" 8	Hopper, Sarah E	1	11	.	7	.	.	3	.	.
" 28	Harkess, Jane	1	.	.	.	.	.	.	.	.
P. 6	Hill, Jane G	7	5	.	.	4	2	2	3	1
W. 35	Kennedy, Jane V	.	12	.	.	.	.	.	.	.
" 12	Knight, Julia M	8	4	2	.	3	1	1	1	2
" 33	Kinnard, Christiana	10	2	1	.	3	1	2	2	2
" 15	Lewis, Sarah C	7	5	.	.	2	1	1	2	2
" 29	Martin, Maria E	1	11	.	.	.	.	.	.	.
P. 1	Meeks, Mary C	5	4	.	3	4	2	3	4	3
W. 42	Monnt, Hannah	8	4	1	4	4	3	3	4	3
" 36	Mitchell, Catharine	7	5	2	5	5	3	2	3	3
" 26	McCanary, Margaret	10	2	1	.	2	2	2	1	2
" 21	McLain, Mary	8	4	.	.	3	2	2	1	2
" 12	McCauley, Susan	5	7	1	7	3	2	2	.	3
C.O.A	McLeland, Eleanor	11	1	.	.	3	2	.	.	.
W. 32	McMaus, Catharine	11	1	.	.	3	2	1	2	1
P. 1	McCaffrey, Margaret	8	4	.	.	2	2	3	2	2
W. 12	Moore, Martha	9	3	.	.	1	1	2	.	.
" 13	Noe, Caroline E	12	.	.	.	1	1	1	1	1
" 21	O'Connor, Mary	10	2	.	.	4	1	1	1	1
" 17	O'Keef, Catharine	7	5	2	5	3	3	3	4	.
"	Pugsley, Cornelia	1	1	.	.	1	1	2	.	.
P. 15	Spilker, Josephine M	9	3	.	.	3	2	2	2	3
" 23	Smith, Jane	7	6	.	6	3	2	2	3	3
W. 38	Smith, Margaret	6	6	.	.	3	3	3	3	3
" 23	Toole, Joanna	8	4	2	3	3	2	2	4	3
" 20	Voorhies, Emeline	8	4	1	4	4	3	3	4	2
" 36	Walters, Henrietta	6	6	.	3	4	2	2	.	3
P. 17	Wunnenborg, Adaline H	7	6	.	.	1	1	2	2	3
" 22	Walters, Clara C	5	7	.	.	3	2	2	4	.
" 37	Williams, Margaret L	10	2	.	.	3	2	1	3	1
" 9	Wilmott, Charlotte	8	4	.	.	3	2	2	.	.

No. 6.

DEPARTMENT OF PUBLIC INSTRUCTION.

STATE OF NEW-YORK.

BOARD OF EDUCATION,

CITY OF NEW-YORK, APRIL 20, 1859.

MR. WILLIAMS presented a Report from the Executive Committee on Free Academy, to whom were referred the Resolutions of Commissioners Gildersleve and Benedict, relative to the salary of Professor Morales, and the study of the Spanish and German Languages in the Free Academy, recommending that the Professors of the aforesaid Languages, and also the Professor of Natural History, be paid in proportion to the time engaged in instruction.

Ordered, That said Report be laid on the table and printed.

THOMAS BOESÉ,

Clerk.

R E P O R T .

To the Honorable the BOARD OF EDUCATION :

THE Executive Committee on Free Academy, to whom was referred the resolution of Mr. Gildersleve, proposing the increase of Professor Morales' salary, and also the resolution of Mr. E. C. Benedict, to the effect "that the above resolution and the communication of Prof. Morales be referred to the Executive Committee on Free Academy, with instruction to inquire and report why the position of Prof. Morales has been changed and his salary altered, and why his situation has been made to differ from that of the Professor of German, and why (if so) students in the Introductory Class have not been allowed to pursue the study of Spanish according to their choice on joining the Academy, and also by what authority the time of the Professors is occupied in hearing the recitations of the graduates of the Free Academy, as part of their services as Professors, and that the Committee report at the next meeting of the Board,"

REPORT :

1st. That the position of Professor Morales has *not* been changed, and has remained exactly as it was originally intended to be, by the Board. It being uncertain, at first, to what extent the students in the Free Academy would avail themselves of the instruction in Modern Languages, it was decided that the Professors of these languages should receive a compensation proportional to the amount of service rendered, as might be agreed on from time to time, according to the number of their pupils ; and that the full annual salary would only be allowed to them when their duties should have so increased as to require permanently their whole time at the Academy.

Accordingly we find, in the year 1850, when Prof. Morales had a class of 18 students, reciting twice a week, that he was employed at the rate of \$1.00 per hour, on which 25 cents additional were allowed as long as he was engaged only *one* hour a day. (See Documents of the Board, Report of Executive Committee, July 17th, 1850, pages 7 and 11.) In 1853, when his classes had increased, we find him employed *two hours* a day at the rate of \$700 per annum. (See Fifth Annual Report, page 22.) In 1856, his salary was increased to \$1,000 for *three hours'* employment a day. (See Journal of the Board, October 1, 1856.) In 1857, his salary, which, up to that time had been computed at the rate of \$1,500 and \$1,700 per annum, was increased to one fifth of the full salary of \$2,000 for every hour employed per day, with the liberal provision that it should, in no case, fall below \$1,000 per annum. (See Journal of the Board, 1857, page 178, and the amendment on page 201.) Since that time, no change having been made, the Professor remains engaged by the hour, and is compensated according to the time he is employed, which, according to precedent, with him, as well as with other Professors engaged on the same terms, has always been regulated from six months to six months, and not annually, as implied by his petition.

2d. If, therefore, his salary, during the present term, is less than during the last, it is in consequence of his hearing, per week, *four* recitations of the Junior Class and *one* of the Sophomore Class less than during last term, according to the By-Laws; (see Journal of the Board, 1857, Schedule "Modern Course," second language, page 179;) and also in consequence of a number of students in his classes having left the Academy, so as actually to reduce their number to 35. In not assigning to Professor Morales any duties of superintending the students in the study rooms, he has not been deprived of any privileges or immunities, as stated in his petition, but only relieved from a duty, which, according to § 20, Art. 16, of the By-Laws, shall not be assigned to Instructors who are only on duty for a part of the day.

3. The difference in situation, between the Professors of Spanish and German, is owing to the action of the Board, which, amending the resolutions offered by the Executive Committee on Free Academy, relative to the Course of Studies, left unamended their resolution to increase the salary of the Professor of German, which was based on the former. (See Journal of the Board, 1857, page 178.) If the report of the Executive Committee had been adopted, the partial course would have provided for the wants of such students as had an immediate occasion for the use of any foreign language, without interfering with the regular course, in which the German was made compulsory as second language, and which would have given ample employment to its Professor, to justify his being paid a full salary.

4. According to Section 17, Article 16, of the By-Laws, the option of each student, as to the course of studies he will pursue, is made by the parent or guardian of the student, and filed and registered at the Academy. The Committee are not acquainted with any case in which this law has been violated. They are aware, however, that in some instances parents have desired their children to study both Ancient and Modern languages at the same time, or two or more Modern languages at once, or wished them to pursue a course of study other than that prescribed by the By-Laws. This may have caused some disappointment on their part, and to this the Committee ascribe occasional rumors, which, on investigation, they have, as yet, always found to be without foundation.

5. Resident graduates, in the Free Academy, have pursued no other studies than the Modern languages. There is no law whereby instruction given to them may be a cause of additional expense. For one Term, only, has there been any deviation from the rule, that they should recite, if at all, with the under-graduates. There are now no resident graduates at the Institution. At the present time, there are thirty-five students in the study of the Spanish language, which require only ten hours of instruction per week. The time required for faithful instruction for the above number need not be length-

ened, and as we cannot, in accordance with our rules, give Professor MORALES other duties to perform, we see no cause for recommending an increase of his salary.

As, however, the Professor of German has not had his full time occupied, as we expected he would, in giving instruction, we are constrained to recommend to the Board that he too shall be paid according to the actual time employed in instruction. We, therefore, offer the following resolution :—

Resolved, That the Report of the Executive Committee on Free Academy, as found on pages 178 and 204 of the Journal of 1857, be amended so as to read as follows: “The Professors of the German and Spanish languages, and the Professor of Natural History, shall be paid in proportion to the time engaged in instruction, at the rate of one fifth of the salary of two thousand dollars, for every hour employed per day, but they shall not receive less than one thousand dollars per annum. Provided, however, that no class of less than ten students shall be formed, if thereby the expenses of tuition be increased.

All which is respectfully submitted.

A. V. WILLIAMS,	}	<i>Executive Committee on Free Academy.</i>
JAMES M. TUTHILL,		
H. G. CROZIER,		
WM. E. CURTIS,		
L. RANNEY,		

April 18, 1859.

No. 7.

DEPARTMENT OF PUBLIC INSTRUCTION,

STATE OF NEW YORK.

BOARD OF EDUCATION,

CITY OF NEW YORK, MAY 4, 1859.

Mr. BENEDICT presented a Report from the Committee on Annual Estimate and Apportionment, in the apportionment of the school moneys, for the year 1859.

Ordered, That said Report be laid on the table, and printed.

THOMAS BOESÉ,
Clerk.

TO THE BOARD OF EDUCATION :

The Committee on the Annual Apportionment and Report respectfully submit the following apportionment of the school moneys for the year 1859.

By the 15th section of the School Law, relating to this city, it is made the duty of the Board of Supervisors of the city and county to raise and collect, by tax, a sum of money equal to the sum apportioned to the city of New York out of the Common School Fund of the State ; also an additional sum equal to one-twentieth of one per cent. on the assessed valuation of the real and personal property of the inhabitants of the city.

It is made the duty of the Board of Education to apportion the moneys so raised to each of the schools entitled to participate therein, according to the number of children over four and under twenty-one years, who are actual residents of the city at the time of their attendance on such schools ; the average to be ascertained by adding together the number present at each session of not less than three hours, and dividing the total by four hundred and sixty.

The average attendance at the schools mentioned in the statement, as entitled to participate in the apportionment of the school moneys, as set forth in the affidavits of the teachers, now on file in the office of the Clerk of this Board, is fifty-four thousand eight hundred and eighty (54,880.)

The accompanying schedule exhibits the average attendance at each school, the total in each ward, and the amount to be apportioned to the Ward Schools in each ward, and the several Corporate Schools and Asylums.

The money to be appropriated for 1859 consists of—

<i>First.</i> —An amount equal to the State quota, which amounts to (excluding Library money,)...	\$207,332 95
<i>Second.</i> —An amount equal to one-twentieth of one per cent. on the taxable property of the city, say.....	\$265,497 14
	<hr/>
	\$472,830 09

The total average, as before stated, being 54,880, the amount to be apportioned per scholar is about eight dollars and sixty-one cents, (\$8.61 $\frac{1}{7}$.)

The Committee, therefore, recommend the adoption of the following resolution :

Resolved, That the School Moneys for 1859 be apportioned to the several schools entitled to participate therein, according to the annexed Schedule, and that a copy thereof be properly authenticated, and filed with the Chamberlain of the city, as required by law.

E. C. BENEDICT,	} Committee on the
CHAS McCAY,	
R. S. GOULD,	
	Annual Apportion-
	ment and Report.

TABLE,

Showing the average attendance at each School, the total average attendance in each Ward, and the amount apportioned in each Ward and to the several Corporate Schools.

WARD.	SCHOOLS.	Average Attendance.	Total Average in each Ward.	Amount Apportioned in each Ward.
1st Ward.	Boys' Grammar School, No. 25.....	109	1176	\$10,132 08
	Girls' " " " "	138		
	Primary Department, " "	662		
	Primary School, " 15.....	167		
4th Ward.	Boys' Grammar School, " 1.....	180	1585	13,655 91
	Girls' " " " "	97		
	Primary Department " "	286		
	Boys' Grammar School, " 25.... }	266		
	Girls' " " " " }	266		
	Boys' " " " 26.....	78		
	Girls' " " " "	90		
	Primary Department, " "	289		
	Boys' and Girls' Grammar Department, No. 27.....	279		
5th Ward.	Boys' Grammar School, No. 44.....	367	1757	15,137 81
	Girls' " " " "	337		
	Primary Department, " "	581		
	Primary School, " 11.....	373		
	Colored " " 5	99		
6th Ward.	Boys' Grammar School, No. 23.....	165	1818	15,633 37
	Girls' " " " "	114		
	Primary Department, " "	369		
	Boys' Grammar School, " 24.....	148		
	Girls' " " " "	132		
	Primary Department, " "	311		
	Primary School, " 2.....	290	2694	23,210 73
	" " " " 8.....	288		
7th Ward.	Boys' Grammar School, " 2.....	233	2694	23,210 73
	Girls' " " " "	211		
	Primary Department, " "	515		
	Boys' Grammar School, No. 12.....	210		
	Girls' " " " "	166		
	Primary Department, " "	467		
	Boys' Grammar School, No. 31.....	190		
	Girls' " " " "	138		
	Primary Department, " "	381		
	Primary School, No. 4.....	180		

WARD.	SCHOOLS.	Average Attendance.	Total Average in each Ward.	Amount Appor- tioned in each Ward.
8th Ward.	Boys' Grammar School, No. 8.....	161	2466	\$21,247 78
	Girls' " " " "	98		
	Primary Department, " "	297		
	Boys' Graminar School, " 38.....	281		
	Girls' " " " "	266		
	Primary Department, " "	591		
	Primary School, " 6.....	960		
	" " " " 25.....	245		
	Boys' Colored School, " 2.....	71		
	Girls' " " " "	79		
	Primary Department, " "	117		
9th Ward.	Boys' Grammar School, No. 3.....	336	3760	32,395 08
	Girls' " " " "	339		
	Primary Department, " "	528		
	Boys' Grammar School, " 16.....	129		
	Girls' " " " "	120		
	Primary Department, " "	254		
	Boys' Grammar School, " 41.....	332		
	Girls' " " " "	275		
	Primary Department, " "	505		
	Primary School, " 7	283		
	" " " 18	300		
	" " " 18	164		
	" " " 24	190		
10th Ward.	Boys' Grammar School, " 7	229	3664	30,567 98
	Girls' " " " "	154		
	Primary Department, " "	393		
	Boys' Grammar School, " 20.....	380		
	Girls' " " " "	237		
	Primary Department, " "	663		
	Boys' Grammar School, " 42.....	309		
	Girls' " " " "	228		
	Primary Department, " "	569		
	Primary School, " 1.....	502		
11th Ward.	Boys' Grammar School, " 15.....	278	3901	33,609 90
	Girls' " " " "	244		
	Primary Department, " "	392		
	Boys' Grammar School, " 22.....	185		
	Girls' " " " "	192		
	Primary Department, " "	400		
	Boys' Grammar School, " 36.....	231		
	Girls' " " " "	193		
	Primary Department, " "	573		
	Primary School, " 3.....	253		
	" " " 5.....	648		
	" " " 31.....	196		
	Colored Primary School, " 2.....	63		
	" " " 3.....	53		

WARD.	SCHOOLS.	Average Attend- ance.	Total Average in each Ward.	Amount Appor- tioned in each Ward.
12th Ward.	Boys' and Girls' Grammar School, No. 6.....	813		
	Primary Department, No. 6.....	453		
	Boys' Grammar School, No. 37.....	165		
	Girls' " " " ".....	126		
	Primary Department, " ".....	184		
	Boys' Grammar School, " 39.....	132		
	Girls' " " " ".....	105		
	Primary Department, " ".....	257		
	Boys' Grammar School, " 43.....	85		
	Girls' " " " ".....	80		
	Boys' Grammar School, " 46.....	109		
	Girls' " " " ".....	77		
	Boys' and Girls' Grammar School, No. 52.....	88		
	Primary School, No. 30.....	123		
	" " " 32.....	109		
	Colored School, No. 4	no return.		
			2406	
13th Ward.	Boys' Grammar School, No. 4.....	222		\$20,729 41
	Girls' " " " ".....	231		
	Primary Department, " ".....	511		
	Boys' Grammar School, No. 34.....	219		
	Girls' " " " ".....	187		
	Primary Department, " ".....	412		
	Primary School, " 10.....	208		
	" " " 20.....	293		
	" " " 21.....	237	2620	22,573 17
14th Ward.	Boys' Grammar School, No. 5....	167		
	Girls' " " " ".....	119		
	Primary Department, " ".....	388		
	Boys' Grammar School, No. 21.....	165		
	Girls' " " " ".....	100		
	Primary Department, " ".....	324		
	Boys' Grammar School, " 30.....	136		
	Girls' " " " ".....	127		
	Primary Department, " ".....	374		
	Boys' Colored School, " 1.....	140		
	Girls' " " " ".....	88	2128	18,334 24
15th Ward.	Boys' Grammar School, No. 10.....	98		
	Primary Department, " ".....	311		
	Boys' Grammar School, " 35.....	458		
	Primary Department, " ".....	288		
	Girls' Grammar School, " 47.....	194		
	" Junior Department, " ".....	332		
	Primary, " " " ".....	426	2107	18,103 31

WARD.	SCHOOLS.	Average Attend- ance.	Total Average in each Ward.	Amount Appor- tioned in each Ward.
10th Ward.	Boys' Grammar School, No. 11..... Girls' " " " " Primary Department, " " Boys' Grammar School, " 45..... Girls' " " " " Primary Department, " " Primary School, " 12..... " " " 14..... " " " 19..... Colored Primary School, " 1.....	418 346 858 459 397 766 154 208 168 116	3890	\$33,515 13
17th Ward.	Boys' Grammar School, No. 13..... Girls' " " " " Primary Department, " " Boys' Grammar School, " 19..... Girls' " " " " Primary Department, " " Primary School, " 9..... " " " 22..... " " " 23.....	242 224 714 219 172 458 124 257 216	2626	22,624 86
18th Ward.	Boys' Grammar School, No. 40..... Primary Department, " " Girls' Grammar School, " 40..... Primary Department, " " Primary School, " 16..... " " " 28..... " " " 29.....	507 364 383 481 130 327 545	2737	23,581 21
19th Ward.	Boys' Grammar School, No. 18..... Girls' " " " " Primary Department, " " Primary School, " 26.....	186 124 375 127	812	6,995 96
20th Ward.	Boys' Grammar School, No. 32..... Primary Department, " " Girls' Grammar School, No. 33..... Primary Department, " " Boys' Grammar School, No. 48..... Girls' " " " " Primary Department, " " Primary School, No. 27..... Colored School, No. 6.....	288 580 307 841 276 262 742 593 101	3990	34,376 70
21st Ward.	Boys' Grammar School, No. 14..... Girls' " " " " Primary Department, " " Boys' Grammar School, No. 49..... Girls' " " " " Primary Department, " "	293 223 585 303 230 883	2517	21,685 75

WARD.	SCHOOLS.	Average Attendance.	Total average in each Ward.	Amount Apportioned in each Ward.
22d Ward.	Boys' Grammar School, No. 9.....	125	2738	23,589 82
	Girls' " " " ".....	92		
	Boys' Grammar School, No. 17.....	267		
	Girls' " " " ".....	233		
	Primary Department, " ".....	756		
	Boys' Grammar School, No. 28.....	224		
	Girls' " " " ".....	196		
	Primary Department, " ".....	600		
	Primary School, No. 17.....	245		
	Total Ward Schools.....		51395	

* The above does not include the average attendance of the Daily Normal Schools, which was 39.

CORPORATE SCHOOLS.

NAME.	Average Attendance.	Amount Apportion'd
New York Orphan Asylum.....	170	\$1,464 67
Roman Catholic Orphan Asylum.....	682	5,875 91
Protestant Half-Orphan Asylum.....	254	2,188 39
Mechanics' Society School,.....	8	68 92
House of Refuge,.....	613	5,281 43
Leake & Watts' Orphan House,.....	169	1,456 05
Colored Orphan Asylum,.....	233	2,009 46
American Female Guardian Society,.....	55	473 81
Home Industrial School,.....	181	1,559 44
New York Juvenile Asylum,.....	388	3,342 90
House of Reception of do.	92	792 65
Ladies' Home Missionary Society,.....	371	3,222 28
Five Points House of Industry,.....	269	2,317 63
	3488	

RECAPITULATION

Of the Apportionment for 1858.

WARD SCHOOLS.	Attendance	Apportion'd
First Ward,.....	1176	
Fourth Ward,.....	1585	
Fifth Ward,.....	1757	
Sixth Ward,.....	1818	
Seventh Ward,.....	2694	
Eighth Ward,.....	2466	
Ninth Ward,.....	3760	
Tenth Ward,.....	3664	
Eleventh Ward,.....	3901	
Twelfth Ward,.....	2402	
Thirteenth Ward,.....	2620	
Fourteenth Ward,.....	2128	
Fifteenth Ward,.....	2107	
Sixteenth Ward,.....	3890	
Seventeenth Ward,.....	2626	
Eighteenth Ward,.....	2739	
Nineteenth Ward,.....	812	
Twentieth Ward,.....	3990	
Twenty-first Ward,.....	2517	
Twenty-second Ward,.....	2738	
	51392	
Corporate Schools,.....	3488	
	54880	

No. 8.

DEPARTMENT OF PUBLIC INSTRUCTION.

STATE OF NEW-YORK.

BOARD OF EDUCATION,

CITY OF NEW-YORK, JUNE 8, 1859.

The PRESIDENT laid before the Board a Report from the City Superintendent, embodying the result of the recent examinations of the several Schools under the jurisdiction of the Board.

Ordered, That said Report be laid on the table and printed.

THOMAS BOESÉ,

Clerk.

REPORT.

To the Hon. the Board of Education :

THE undersigned having, with his assistants, completed the regular annual examination of the several Grammar and Primary Schools under the charge of the Board, respectfully presents the following statistical report of the results of the same, exhibiting the proficiency and condition of each class and school, as well as the improvement made therein during the preceding year. These results have all been estimated and characterized according to a fixed and uniform principle; and, therefore, form not only a means of ascertaining the absolute improvement and proficiency of the several schools, but also, where it may be desirable, a basis for comparing them one with the other, and thus deducing their relative efficiency and standing, and more especially the relative skill and ability of the several teachers employed in the schools.

The attainments of each class are shown by comparing them with the grades of study prescribed by the Board, and the efficiency of the instruction received by each class has been estimated by noting the proportion of the scholars presented that passed a satisfactory examination to the extent reported by the teacher.

This system having been pursued for the last three years, the undersigned has carefully watched its effects upon the teachers and pupils of the schools, and is happy to be able to report that it has been productive of most excellent results; proving an incentive to exertion, and introducing a spirit of emulation from which has originated a most decided improvement, the extent of which the accompanying statistics will show.

ie that, in a very few instances, where the examinations received neither respect nor countenance from the Officers of the local Board, they failed entirely to realize these beneficial results; but, on the other hand, when the facts and figures, reported at the close of the examination to the School Officers, were carefully examined and received their prompt attention, many evils were at once corrected; and a spirit of zeal and energy was infused from which the happiest results must ensue.

One great evil which existed very extensively when this system was commenced, has been almost eradicated. This was the crowding of the Grammar Schools with pupils of a primary grade, in order to obtain the *eclât* connected with a large school. In some cases, as reported last year, more than fifty per cent. of all the pupils were found to be of the first or second primary grade; nor were any pains apparently taken by the teachers to elevate the classes to a grade suitable to their rank and position. During the past year, this has been, to a great extent, remedied. The attention of the teachers has been called to the fact that there are prescribed grades of study,—a fact which most had lost sight of, each using his own arbitrary system and standard of classification.

A wholesome uniformity has thus been introduced into the system, the regulations of the Board, upon this subject, have been enforced, and the schools have been, not only elevated in their grade of attainment, but incited to pursue the path pointed out to still higher elevation and advancement.

The system of characterizing the result of every examination, according to a fixed principle which all can, with a moderate degree of attention, understand and apply for themselves, has exerted a most salutary influence in rendering the instruction of the teachers more efficient and reliable. Knowing that their success would be judged, not by how much ground the pupils might have gone over, but by how much they retained and by the effects produced upon their mental character, the teachers have labored, to the best of their ability, to make strong and permanent impressions upon

the minds of their pupils. Their efforts have been directed in the right channel, and have, accordingly, been productive of improved results.

Many of the schools having been found quite deficient in reading and spelling, special attention has been given, in the examinations of the past seven months, to these branches—to the latter especially. Instead of confining the test, in spelling, to oral exercises, as in previous examinations, the pupils of the first and second classes in every Grammar Department, have been required to write sixteen or twenty difficult words from dictation; and the inspection of these has furnished the basis for the returns made with respect to this branch. Although the examination has thus been so much severer, in this respect, than previously, the improvement manifested is most satisfactory and encouraging.

There are still many imperfections in the schools, as the report here presented will show, which the continuance of a careful, rigid, and uniform system of supervision can alone rectify. These the undersigned will endeavor to remove by such modifications of the present system as circumstances may require or experience point out. In the meanwhile it is to be hoped that the statistics, which seven months' continuous labor by each member of the department, has been expended to supply, will meet the wishes of the Board, and prove useful in affording data for the future legislation required by the great system of public instruction to which they refer.

A recapitulation and comparative view of these statistics, among many other interesting facts, furnishes the following, which, perhaps, it will be appropriate and beneficial to present particularly to the notice of the Board, inasmuch as they exhibit the annual progress of the schools, and when discrimination is made in favor of particular merit and success, stimulate those concerned to more vigorous exertions to sustain or enhance the excellence and reputation thus exhibited and conferred.

The several gradations of merit being designated by the

numbers 1 to 8 inclusive, the latter indicating the highest degree of excellence and the former the lowest. Last year only *one* Male Grammar School, No 35, in the Fifteenth Ward, reached a general average, in all the classes and studies, of 6; this year *eleven* of such schools reached or exceeded that average, viz.: Nos. 2, 7, 11, 15, 17, 32, 35, 39, 40, 48, and 49. Of these, and of all the Male Grammar Schools, No. 35 attained the highest mark, reaching that of 7.

The general average of all the Male Grammar Schools, this year, was $5\frac{1}{3}$; last year it was $4\frac{3}{4}$; the previous year $4\frac{1}{2}$. Thus while last year's report exhibited, according to this scale, an improvement over the previous year of $\frac{1}{4}$, this year's report exhibits an improvement over the last of $\frac{7}{12}$, or more than twice as great.

Last year only *seven* classes in the Male Departments attained a mark of 7 and upward; this year *thirty* classes reached that point. Of these the highest were Miss Heybeck's, in No. 35, and Miss Whiteside's, in No. 32, both $7\frac{2}{3}$.

In Nos. 15, 35, 39, 48, and 49, the 1st class attained 7 and upward, the highest being that of Mr. Hugh Carlisle, in No. 48, which received $7\frac{1}{4}$. In No. 11 three classes out of the whole number, nine, attained a mark of seven or over; in No. 35 seven out of eleven; in 39 two out of five; and in 48 four out of eight.

A comparative view of the grades of the several Male Departments, exhibits a similar amount of progress. Last year only *four* of these schools exhibited a grade of 3.75 or above; this year *fourteen* schools have exceeded that grade. Of these the two highest are Nos. 40 and 35, the former being 2.93, the latter 3.02, while last year, all the schools excepting *four*, presented scholars or classes, below the Grammar School grade, prescribed by the Board, this year there are *sixteen* schools who have all their classes equal to such grade.

The general average grade of the schools, as exhibited at the examinations of this year, was 3.97; last year it was 4.30, showing a very encouraging progress in this respect in

the aggregate, which is so generally diffused that, out of the whole number, only *five* schools manifested any inferiority to last year, viz. : Nos. 1, 5, 8, 26, and 43. Of these Nos. 5 and 26, and also No. 30, exhibited more than fifty per cent. of scholars below the prescribed grade.

A similar comparison of the statistics with regard to the Female Departments, furnishes the following facts. While last year, only one school, No. 47, (Junior Department) attained a general average of 7, this year *nine* schools have reached this degree of merit or exceeded it, viz. : Nos. 7, 11, 12, 13, 22, 38, 47 (Junior), 48, and 50. Of these the highest, No. 38, reached $7\frac{1}{4}$, and Nos. 12 and 50, $7\frac{1}{8}$ and $7\frac{1}{9}$, respectively.

The general average of all the Female Grammar Schools was, this year, $6\frac{1}{10}$; last year it was $5\frac{2}{3}$, and the year before $5\frac{2}{3}$; showing a similar degree of improvement from year to year, and exhibiting the same superiority over the Male Schools as was presented by the returns of the previous examinations.

Eighty-six classes were found, this year, in these schools, equal to or exceeding 7; while last year the number reaching that rank was only *forty-four*. The class showing the highest degree of excellence, was that of Miss Inslee, in No. 38, which received the highest mark in each study, and attained an average of 8, and those of Miss Thompson, in the same school, Miss Smith, in No. 48, and Miss Barr, in No. 50, which each received a mark of $7\frac{5}{8}$. Several others reached $7\frac{2}{3}$, or nearly that standard.

In *fourteen* schools, the first class reached a mark of 7 or over, the highest being those of No. 33, 47 (Senior), and 50, which were $7\frac{1}{8}$, $7\frac{3}{4}$, and $7\frac{5}{9}$, respectively.

The average grade of the Female Departments, deduced from the examinations just concluded, is 3.87; last year it was 4.15; the highest being that of the Senior Department of No. 47, and the lowest that of No. 26. Only *twenty* of the schools presented classes or pupils below the prescribed Grammar School grade; last year there were *thirty-four*.

A similar degree of improvement is exhibited by the returns presented from the examinations of the Primary Departments and Schools, as will be at once evident on even a cursory glance at the statistical tables contained in this report. The excellence manifested by this class of schools, has been so general that it is scarcely necessary to enumerate the cases deserving especial commendation ; and I, therefore, refer to the tables themselves for whatever comparison or discrimination may be thought proper or desirable in this respect.

The attention of the Board is again respectfully called to the necessity of modifying the present course of study. From the impracticable character of this regulation in many of its requirements, it has never been possible fully to carry it out ; and this has served rather to prevent than to secure that complete uniformity in the order, arrangement, and distribution of studies for the pupils of the schools, so desirable and important in a system of public instruction like ours. The pupils and teachers are burdened, in each class and grade, by the requirement of too many branches for simultaneous study, while the small number of grades prescribed, and the unequal distribution in the several divisions of the scale, render the course both indefinite and unsatisfactory as a basis for the classification and promotion of the pupils, as well as for the purposes of a general supervision of the schools. It is, of course, entirely impossible to prescribe a number of grades of study that shall coincide with the number of classes in the several schools. The latter number must vary with the circumstances, and especially with the size of the school. In this respect it is neither practicable nor desirable to produce uniformity. But whatever be the number of the grades of study prescribed, whether accommodated to the largest or the smallest school, the classes may be adapted to them in the order and distribution of study, and the classification, promotion, and course of instruction, made to correspond to their requirements.

Under these considerations I respectfully recommend the early

attention of the Board to the changes presented in the recent report of the Committee on Course of Study and School Books. The recommendations of this report meet the views of the undersigned and the other members of the Department, and if adopted, he doubts not, will operate for the general welfare and advancement of the schools.

All which is respectfully submitted.

S. S. RANDALL,
City Superintendent.

EXPLANATION OF TABLES.

Grade refers to the "Grades of Study," Art. 19, § 2, of the Manual. Those marked 6 and 7 in the Grammar Schools, correspond to 1 and 2 in the Primaries,

Drill refers to the general character of the class, with respect to attention, promptness, accuracy, deportment, &c., the impression made by the teacher upon the mental habits and conduct of the pupil.

Order refers to the general deportment of the school, and other evidences of discipline presented during the examination.

Music indicates the advancement of the school in this art as far as it may be ascertained by appropriate exercises or examinations presented to exhibit the same.

Penmanship and Drawing have reference to the character of the specimens in each of these branches presented from each class.

The numerals annexed to the several branches of study indicate the character of the examination. In each, 8 signifying the highest degree of excellence, and 0 an entire failure. These marks are based upon the proportion of the class that seemed to understand thoroughly the subject to the extent reported by the teacher as the limit of instruction ; 8 thus indicates the success of the whole class ; 7, $\frac{7}{8}$, which may be considered *excellent* ; 6, $\frac{6}{8}$ as *good* ; 5 or 4, $\frac{5}{8}$ or $\frac{4}{8}$ *fair* ; 3, 2, 1, $\frac{3}{8}$, $\frac{2}{8}$, $\frac{1}{8}$, *deficient*. The average of these marks expresses the general character of the class in all the branches of study.

The subjoined table gives the proportion of the whole number of pupils on register in each of the prescribed grades of study. The *average* given in this table is found by multiplying the per-centages by the grades respectively, and dividing the sum of the products by 100. The result exhibits the average grade of scholarship of *all* the pupils of the school :

In construing this average it would be proper to understand that all upward of

3.50 as a.....	Superior Grade ;
3.50 and less than 4.....	High "
4 " " " 4.50	Middling "
4.50 " downward	Low "

In the Primary Departments and Schools allowances must be made for the fact that no grade is considered below the fifth ; consequently an average of 3.00 in these schools, is no higher, *relatively*, than 3.50 in the others.

MALE GRAMMAR SCHOOLS.

NO. 1, FOURTH WARD. EXAMINED JANUARY 10.

CLASS.	On Record.	Av. Nos. in Class.	Av. Nos. in Attend.	Av Age of Pupils	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography	Grammar.	History	Astronomy.	Algebra.	Cons. U S.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.	Pennmanship.	Drawing.	Music.	Drill.	Order.
1st	13	15	11	13	7	3	4		4	3	2	4	4	5		4	2	4	1	7			6	8
2d	21	10½	7½	12½	7	6	5		2	5	5	6	3			4½	3	2½	3	5			4	
3d	29	10	8½	12½	7	7	6		3	6	6					5	3	3½	3			6		
4th	34	11	7	11	8	6	5		4	6	4					5½	4	4½	4	6		6		
5th	44	5½	4	10½	8	7	6		6	7						6½	5	4	5	6		8		
" 2d D.	36	6½	4½	9½	6	6	6		4	3						5	6	4½	6			5		
Aver'ge	30	9½	7	11½	7½	5½	5½		3½	5	4½	5	3½			5½	4	4	6			5½		

177 on Record. 28 per cent. of absentees.

NO. 2, SEVENTH WARD. EXAMINED JANUARY 24.

1st	38	6	5	13	6	5	6½		5		7	7		5	7	6	1	6	1	7			8	8
2d	26	5½	5	12½	5	5	5		6	7	6	6		4		5½	2	4½	3	5			7	
3d	23	5½	5	11	7	7	7		8	8	7	8		8		7½	2	5½	3	7			8	
4th	31	5½	4½	12	7	6	6		7	8	7	7				6½	3	6½	4	6			8	
" 2d D.	44	5½	4½		6	6			5	7	8					7	4	5½	4	6			8	
5th	44	4½	4	9½	6	7	6		6	8	7					6½	1	4½	5	4			6	
" 2d D.	47	3½	3½	10½	5	7	6	7	5	6						5½	5	4½	5	5			6	
Aver'ge	36	5	4½	...	6½	6½	6½		5½	7½	7	7		5½		6½		5½		5½			7½	

253 on Record. 10 per cent. of absentees.

NO. 3, NINTH WARD. EXAMINED NOVEMBER 1.

A	26	18		13	6	5	4		6	7	3	6	6	6	Phys.	5½	1	4½	2	6	6		7	6
B	45	8½		13	4	4	4		4	5	5	5				4½	2	5½	3	4			6	
C	43	8	6	13	4	5	6		6	6	6					5½	3	5½	3	5			7	
D	49	8½	7½	11	5	6	6		6	5	4				6	5½	3	5	4	6			7	
E	54	6½	5	12½	5	6	5		5	7						5½	4	5½	5	5			7	
F	71	6½	4½	10	4	4	3	4	4	3						3½	5	6	6	5			3	
G	76	7	5	10	5	5	4	5	4	6						4½	5			6			4	
Aver'ge	52	9		11½	4½	5	4½	4½	5	5½	4½	5½				5		5½		5½			5½	

367 on Record 18 per cent. of absentees

NO. 4, THIRTEENTH WARD. EXAMINED FEB. 24.

CLASS	On Record.	Av. Mos. in Class.	Av. Mos. in Attend.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arith. metie.	Geography.	Grammar.	History.	Astronomy.	Algebra.	Civ. U. S.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exath.	Penmanship.	Drawing.	Music.	Drill.	Order.
1st.....	23	7	6½	13½	6	4	6	3	4	4	5	3	3	3		4½	2	3½	2	6		6	5	
2d.....	23	5	3½	13	6	4	4	5	4	4	4	4	2			4½	3	2½	4	4		6	6	8
3d.....	31	5	4½	12	7	3	2	6	7	6	5	6				5½	3	5	3	4		7	7	
4th.....	35	5	4½	10	8	6	5	6	7	6						6½	4	5½	4	4		8	8	
" 2d Div.	25	5	4½	10	6	3	3	3	4	4						3½	5	4½	4	4		4	4	
5th.....	44	6	4	10	6	6	4	8	6	6						6	5	4	5	3		7	7	
" 2d Div.	37	5½	3½	10	6	6	5	8	5	5						5½	5	6½	5			7	7	
Average...	31	5½	4½	11½	6½	4½	4½	8	4½	5½	4½	4½	3½			5	4½	4½	4½			6½	6½	

218 on Record.

31 per cent. of absentees.

NO. 5, FOURTEENTH WARD. EXAMINED DEC. 1.

1st....	14	13	9	13	7	4	6		4	4	6	5		4	6	5½	1	5½	2	8	8		6	R
2d....	35	9	7	12	6	1	4		3	2	4	3	3			3½	3	2½	4	7		3	3	
3d....	38	6½	5	11	4	5	4		2	4	4					3½	5	5½	5	7		1	1	
4th....	40	5½	3½	11	3	4	3		3	4						3½	6	4½	5	7		3	3	
5th....	61	5	3	10	3	5	4		2	5						3½	7		8			4	4	
Aver'ge	38	7½	5½	11½	4½	3½	4½		2½	3½	4½	4				3½	4½	4½	7½			4	4	

168 on Record.

29 per cent. of absentees.

NO. 6, TWELFTH WARD. EXAMINED MAY 12.

A....	27	13	12	12	8	6	6		5	8	7	8	5			6½	2	5½	2	7		8	8	8
B....	44	9½	9	11½	8	7	7		5	8	7					7	4	6	4			8	8	
C....	23	7	6	11½	4	1	4	5	4	6						4½	5	4½	5			5	5	
D....	25	6	6	11	6	7	6	8	5	7						6½	5	5	6			7	7	
E....	49	7	6	10	5	6	5	7	5	7						5½	6	6	6			6	6	
" 2d D	28	6	6	10	5	6	6	6	5	7						5½	6	5½	6			6	6	
" 3d D	31	5½	5½	11	4	5	5	6	3	5						4½	6					5	5	
Aver'ge	32	7½	7	11	5½	5½	5½	6½	4½	6½	7					5½	5½					6½	6½	

227 on Record.

4 per cent. of absentees.

NO. 7, TENTH WARD. EXAMINED FEB. 15.

CLASS	On Record	Av Months in Class	Av. Mos. in Attend.	Av Age of Pupils	Reading	Spelling	P. H. L. L. L.	Tables	Arithmetic	Geography	Grammar	History	Astronomy	Algebra	Conc. T. S.	Average Grade	Av Prev. Exam	Grade Prev Exam	Pennmanship	Drawing	Music	Drill	Order
1st.	21	14	13	13	6	5	5		6	7	7	7		7	8	6	1	6	1	8		8	8
2d.	32	7	6	12	4	4	5		6	5	5	6	5			5	2	5	2	5		6	
3d.	41	8	7	12	6	6	6		6	7	2	6				5	3	4	4	4		7	
4th.	40	6	5	11	7	7	7		5	8	8					7	1	6	4	7		7	
5th.	52	5	4	10	7	7	5	7	6	7						6	3	5	5	5		8	
" 2d D	33	6	5	9	5	4	4	5	6	6						5	5	4	6			6	
Average	38	7	6	11	5	5	5	6	5	6	5	6				4	5	5	5			7	

225 on Record. 13 per cent. of absentees.

NO. 8, EIGHTH WARD. EXAMINED FEB. 3

1st.	29	10	8	13	6	3	4		3	5	7	1	2			3	2	5	1	5		8	4	8
2d.	26	7	6	12	3	4	5		5	5	3	5	2			4	3	4	3	5		5		
3d.	20	7	5	11	5	3	4		5	5	5					4	1	4	4	4		4		
4th.	37	6	5	10	5	7	6	7	7	5						6	5	5	6			7		
5th.	36	7	5	10	6	6	6	6	7	5						6	7	5	7			7		
Average	31	7	6	11	5	4	5	6	5	5	1	6	1			5		5				5		

157 on Record. 20 per cent. of absentees.

NO. 9, TWENTY-SECOND WARD. EXAMINED APRIL 26

A.	16	14	13	11	7	7	5		7	7	7	7	7	7		6	1	4	2	8		8	8
B.	15	9	7	12	7	5	6		6	7	5	7	7			6	3	5	1	7		6	
" 2d D	17	9	8	12	5	4	4		4	4	3	4	4			1	1		5			4	
C.	20	8	6	11	5	7	6	6	6	5						5	5					6	
Primary A.	20	9	7	10	1	7	5	6	4	4						5	2	5	1			6	
B.	27	7	6	11	5	6	5	5	5	4						5	2					5	
C.	62	6	4	10	5	6	5	5								5	5	1	5			8	
Average	25	9	7	10	5	6	5	5	5	5	5	6	6			5	5	5	5			6	

177 on Record. 15 per cent. of absentees.

NO 10, FIFTEENTH WARD. EXAMINED DEC. 21.

1st.	14	14		13	5	4	3		4	4	4			4		1	2	5	1			4	8
2d.	18	10		13	4	2	3		2	1	3					2	3	2	4			3	
3d.	37	9		11	5	5	3	5	4							4	4	3	5			6	
4th.	39	6	5	10	5	4	3	3	2	4						3	6	2	7			4	
Average	27	10		12	4	3	3	4	3	3	3					3	3					4	

108 on Record. 13 per cent. of absentees.

NO. 11, SIXTEENTH WARD. EXAMINED MARCH 7

CLASS.	On Record.	Av. Months in Class.	Av. Mos. in Attend.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Grammar.	History.	Astronomy.	Algebra.	Count U S.	Bookkeeping.	Average Grade.	Av. Prev Exam.	Grade Prev Exam.	Pennmanship.	Drawing.	Muscle.	Drill.	Order.
1st...	36	8½	6½	13½	5	5	5		7		6	8		6	8		6½	1	5½	1	6		8	8
" 2 D	26	9	7½	14½		4	4		7	7			8			8	6½	1	5	1	8		8	
2d....	57	6	4½	13		5	7		7	7	6	8		7			6½	2	4½	2	5		8	8
3d....	46	6	5	12	7	8	8		7	7	6						7½	3	3½	1	7		8	8
4th...	57	6½	5½	12	7	7	6		7	7	6						6½	3	4½	1	6		8	8
5th....	64	6	4½	12	7	7	5		6	7	8						6½	4	4½	1	6		8	8
6th....	52	6	5	11	7	7	7		7	7	7						7	1	4½	1	6		8	8
7th....	62	5	3	9	7	8	7	7	8	7							7½	5	5½	5	1		8	8
8th....	78	4½	3½	10	6	7	7	8	7	7							7	5	5	5	1		8	
Ave'ge	53	6½	5	12	6½	6½	6½	7½	7	7	6½	8		6½			6½	4½	5½				8	

477 on Record. 23 per cent. of absentees.

NO. 12, SEVENTH WARD. EXAMINED JANUARY 27

1st...	25	16½	14	14	6	3	4		4		3	5	5	4			4½	1	5½	1	8	6	8	8
2d....	32	10½	9	12½	6	5	4		5	4	2	4					4½	3	12	3	6	6	6	
3d....	33	7½	6	11½	5	8	6		4	7	6	6					6	3	5½	4	6	7	7	
4th...	28	10	7½	11	7	7	4		6	6	7						6½	4	4½	4	2	8	8	
5th...	13	11½	9	10½	6	5	4	6	4	6							5½	5	5½	5		6	6	
" 2 D	11	7	5	9½	4	6	4	5	6	3							4½	5	7	6		1	1	
Ave'ge	31	10½	8½	11½	5½	5½	4½	5½	4½	5½	11	5					5		5½				6½	

305 on Record. 20 per cent. of absentees.

NO. 13, SEVENTEENTH WARD EXAMINED MARCH 17

1st...	25	9½	7½	12½	5	4	3		5		3	3		1	4		3½	2	5½	1	6	6		1	8
2d....	37	7½	8½	12½	5	2	1		3	3	1	4	3				2½	3	3½	3	4		3		
3d....	34	7	5½	12	5	6	3		4	6	6						5	4	1½	1	5		5		
4th....	28	6½	5	12	6	4	5		7	5	7						5½	1	6½	5	4		6		
" 2 D	29	8	6½	9½	7	6	7	8	6	8							7	5	6½		5		7		
5th....	30	8½	7	11	5	5	6	6	3	5							5	6	3½	6			5		
6th...	48	6	2½	10	6	6	5	6	6	6							5½	6	6½	6			8		
Ave'ge	33	7½	6	11½	5½	4½	4½	6½	4½	5½	11	3½					5		5		4½		5½		

231 on Record. 21 per cent. of absentees.

NO. 14, TWENTY-FIRST WARD. NOT EXAMINED.

NO. 15, ELEVENTH WARD. EXAMINED FEB 16

CLASS	On Record.	Av Months in Class.	Av. Mos. in Attend.	Av Age of Pupils.	Reading	Spelling	Definitions.	Tables	Arithmetic.	Geography.	Grammar.	History	Astronomy	Algebra	Con. U. S.	Bookkeeping	Average.	Grade	Av Prev Exam.	Grade Prev. Exam.	Fennanship	Drawing	Music	Drill	Order
A.....	30	8	7½	12½	8	6	7		5		8	8	8	0			7	1	5½	1				8	
B.....	30	6½	5½	12½	8	4	4		6	7	5	0					5½	3	4½	3	4			7	
C.....	29	7	4		5	6	4		6	4	6	8					5½	3	6½	3	7			7	
D.....	57	6½	5½	11	6	7	6		6	8							6½	4	4	5	4			8	
" 2 D	13	4½	3½	10	5	5	5	8	5	8							6	1	5½	5	6			7	
E.....	36	4½	3½	10	4	6	6	7	6	7							6	5	4½	6	1			6	
" 2 D	38	4	4½	10	6	6	5	6	5	5							5½	5	1½	6				6	
Ave'ge	38	6	5	11	5½	5½	5½	7	5½	6½	6½	7½					6	5		5½				7	

263 on Record. 17 per cent. of absentees.

NO. 16, NINTH WARD. EXAMINED NOVEMBER 4.

A.....	16	14½	12½	12½	7	4	6		7		5	6	7	6			6	1	6½	1	4	4		8	8
B.....	35	6½	8	12	5	5	5		4	5	5	4	4				4½	3	5½	3	3			6	
C.....	23	5	4	11	6	6	5		3	4	5	1					1½	4	5	1	2			4	
D.....	25	4½	4	11	6	6	5	6	4	4	5						5½	4	1½	5	2			4	
E.....	39	5	4	11	6	7	6	5	2	5							5½	5	5	6	4			6	
Ave'ge	25	7	6	11½	6	5½	5½	5½	3½	4½	5	4½	5½				5		5½		3			5½	

128 on Record. 15 per cent. of absentees.

NO. 17, TWENTY-SECOND WARD EXAMINED APRIL 27.

1st....	36	12	11	14	8	6	6		6		7	7	8	5	5		6½	1	6½	1	8	6	8	8	8
2d.....	30	7½	6	14	6	6	5		5	5	1	3	2	4			1½	2	5½	2	7			5	
3d.....	30	5½	4½	12½	6	7	5		5	6	5	5					5½	2	5	3	7			6	
4th....	40	6	4	11½	8	8	5		6	6	6						6½	3	5½	4	6			4	
" 2 D	48	4½	4	11	6	7	8		7	7							7	4	6½	4	6			4	
5th....	42	4	3½	11	6	5	6	7	5	5							5½	4	1½	5	1			6	
" 2 D	39	5	4	12	7	6	6	7	5	7							6½	5	6½	5	4			7	
Ave'ge	36	6½	5½	12	6½	6½	5½	7	5½	6	5½	6½	5	4½			6		5		6			6½	

255 on Record. 17 per cent. of absentees.

NO. 18, NINETEENTH WARD EXAMINED APRIL 4

1st....	24	9	8	13	7	5	4		6	3	6	5		5			5½	1	4	2	6	5		7	
2d....	37	7½	7	12½	7	5	3		6	3	7	5	4				5	2	4½	2	6			7	
3d....	40	7½	7½	12½	7	7	4		5	3	6	5					5½	3	6	3	4			7	
4th....	40	7	4½	11	8	4	4		5	4	3						4½	4	5½	4	4			6	
5th....	47	6	4	10	5	5	6	7	5	6							5½	5	4	5	4			7	
" 2 D	50	6	4	10	6	6	5	7		5							5½	5						6	
Ave'ge	40	7	5½	11½	6½	5½	4½	7	5½	4	5½	5					5½		4½		4½			6½	

238 on Record. 17 per cent. of absentees.

NO. 19, SEVENTEENTH WARD. EXAMINED MARCH 22.

CLASS.	On Record.	Av. Months in Class	Av. Mos. in Attend.	Av. Age of Pupils.	Reading	Spelling	Definitions	Tables	Arithmetic.	Geography	Grammar	History	Astronomy	Algebra	Geometry	Average	Grade	Av. Prev. Exam	Grade Prev. Exam.	Pennmanship	Drawing	Music	Drill	Order
A.	18	17	15½	13½	6	5	5		6	5	1	7	4			5½	1	4½	3	1	5		7	7
B.	33	2½	6½	12½	5	3	2		6	5	5	6				4½	2	2½	4	1			6	
C.	30	7	5	11½	5	5	3		6	5	5	7				5½	3	4	3	4			6	
D.	30	4	3	11	6	7	4		6	7						6	4	3½	5	4			7	
E.	34	5	4½	11	6	7	3	5	4	5						5	5	4½	6	4			6	
F.	40	4	3	10	7	6	5	8	6	6						6½	6	3	7				7	
Average	31	7½	4½	12	5½	5½	3½	6½	5½	5½	5	6½				5½		3½	10	4			6½	

185 on Record. 36 per cent. of absentees.

NO. 20, TENTH WARD. EXAMINED NOVEMBER 12.

1st . . .	28	5½	5½	13½	6	5	7		6	5	6	6	6	7		6	1	6½	1	3		7	8	8
" 2d D	41	6	5	13	4	6	6		1	4	1	1	1	5		10	2	5½	1	5			6	
2d . . .	47	6	4	12	2	1	2		5	2	2	5				20	4	2½	1	1			1	
3d . . .	51	7½	4½	11	4	5	4		5	1	2					3½	1	3	1	1			1	
" 2d D	50	3½	3½	11	7	7	5		7	6						6½	4	5½	4	6			8	
4th . . .	51	2½	2	10½	2	5	4		6	1						1½	4	5½	5	5			6	
" 2d D	60	2½	2	10½	2		3	1	1							3½	5	5½	5	5			1	
5th . . .	69	2	2	9	3	5	0	5	5	6						5	6	5	6	5			6	
Average	50	4½	3½	11½	3½	4½	4½	1½	5½	4½	3½	5		5½		1½		4½	1½				5½	

397 on Record. 22 per cent. of absentees.

NO. 21, FOURTEENTH WARD. EXAMINED DECEMBER 6.

1st . . .	26	11	6	12½	6	4	4		4	5	6	5	5	6		5	1	5	1	6		8	6	4
2d . . .	39	12	10½	12	3	3	3		1	2	1	6				3½	3	1½	5	5			1	
3d . . .	38	6½	4½	10	3	4	1		3	4	5					3½	4	3	5	5			1	
4th . . .	35	7	9	9½	5	5	1	7	5	7						5	5	3½	6	5			6	
5th . . .	37	4½	3½	10	2	4	0	5	4	6						3½	7	4½	6	4			6	
Average	35	8½	6½	11	3½	4	1½	6	4	4½	4½	6				4		3½	5				5½	

175 on Record 19 per cent. of absentees.

NO. 22, ELEVENTH WARD. EXAMINED NOVEMBER 22.

CLASS.	On Record	Av Months in Class.	Av Mo. in Attend.	Av Age of Pupils.	Reading	Spelling	Definitions	Tables	Arithmetic.	Geography.	Grammar.	History	Astronomy	Algebra.	Cons. U S.	Average.	Grade.	Av Prev Exam.	Grade Prev. Exam.	Pennmanship.	Drawing	Music.	Drill.	Order.
1st.....	23	8½	7	11	7	5	6		4	6	6	6	5	6	6	5½	1	4½	2	6			8	8
2d.....	37	15½	13½	12	8	3	5		7	4	8	7				6	2	4½	3	4				
3d.....	28	9	5½	11	4	7	3		5	4	5					4½	4	3½	4	6				
4th.....	27	9	6½	12	7	6	6		6	7						6½	4	5½	5	6				
5th.....	43	3	2½	10	6	4	3	5	5	5						4½	5	4	6	4				
6th.....	50	4½	3½	9	6	4	4	1	3	4						4½	6	4	6	4				
Average	35	8½	6½	11½	6½	4½	4½	4½	5	5	6½	6½				5½	4½	4½	5					

208 on Record. 23 per cent. of absentees.

NO. 23, SIXTH WARD. EXAMINED JANUARY 18.

1st.....	22	8½		12½	7	5	7		6		3	6	6	6		5½	1	5½	1	6			6	8
2d.....																								
3d.....	46	6½		11½	5	4	3		2	2	4					3½	3	5	3	5			4	
4th....	28	7½		12½	6	6	6		4	6	5					5½	3	5½	4	5			6	
5th.....	26	5		11	6	6	5		4	6						5½	4	4½	5	4			5	
" 2d D	40	6		10½	7	3	2	4	2	2						3½	6	3	6				2	
Average	32	7		11½	6½	4½	4½		3½	4	4					4½	4½	4½	5				5	

162 on Record. 20 per cent. of absentees, (during previous mo.)

NO. 24, SIXTH WARD. EXAMINED JANUARY 20.

1st.....	20	8½		13½	6	3	6		4		4	1	4	3		4½	1	4½	1	8	5	8	6	6
2d.....	18	8		13	5	5	5		3	2	3	2	0			3½	3	2½	4	7			4	
3d.....	25	7		12	5	7	5		4	6	5					5½	1	3½	3	4			5	
4th.....	43	7	6	11	6	7	5		4	6						5½	4	2½	4	4			6	
5th....	56	6½	6	11	5	5	4	7	5	5						5½	5	4½	5	4			6	
Average	32	7½		12	5½	5½	5		4½	4½	4					4½	3½	3½	5				5½	

162 on Record. 28 per cent. of absentees, (during previous mo.)

NO. 26, FOURTH WARD. EXAMINED JANUARY 12

1st...	17	6½		13	5	5	4		4	4	5	0				3½	3	3½	2	3			4	1
2d.....	22	3		12	5	4	3		5	2	3					3½	4	4	3	2			1	
3d....	37	3½	3	11½	2	3	2		1	3	1					2	6	4	4	2			2	
4th..	33	4	3½	11	4	5	2	5	4	4						4	6	3½	5				4	
Average	25	4		12½	4½	4½	3½		3½	3½	3					3½	4½	4½	2½				3½	

98 on Record. 30 per cent. of absentees, (during previous mo.)

NO. 28, TWENTY-SECOND WARD. EXAMINED MAY 4.

CLASS.	On Record.	Av. Months in Class.	Av. Mos. in Attend.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Grammar.	History.	Astronomy.	Algebra.	Geometry.	Average.	Grade.	Av. Prev Exam.	Grade Prev Exam.	Penmanship.	Drawing.	Music.	Drill.	Order.
A.	23	14	12	14	6	5	7		6		6	6	4	5		54	1	42	2	2	6	6	8	8
B.	19	10	7	12	4	3	4		3	4	3	4				34	3	42	3	7			4	
C.	28	8	5	12	4	4	4		6	4	3	5				42	3	54	3	2			6	
D.	21	7	6	11	4	5	7		6	6	6					6	4	22	5	6			6	
E.	46	6	5	11	5	6	4	8	5	1						54	5	34	6				6	
F.	47	5	34	10	6	8	6	7	7	6						62	5	62	6				8	
Average	31	8	64	112	54	54	54	74	54	42	44	5				54	42	61				64		

164 on Record. 194 per cent. of absentees.

NO. 29, FIRST WARD. EXAMINED DECEMBER 22.

1st.	33	74	62	13	5	5	2		4		3	4	5	2	5	34	2	34	1	6	6	8	4	8
2d.	33	54	5		5	3	5		4	2	2	3	2			34	3	4	3	3			4	
3d.	34	5	42	114	4	4	4		5	3	3		5			4	3	4	3	4			6	
4th.	40	54	5	12	5	3	2		2	4	3					34	5	24	4	4			4	
5th.	34	54	44	10	3	5	3	5	4	5						44	5	34	5	2			5	
" 2d D	38	5	5	10	6	6	2	5	6	6						54	5	34	6	3			7	
Average	35	64	5		42	54	34	5	44	4	24	4	34			4		34		34			5	

221 on Record. 12 per cent. of absentees.

NO. 30, FOURTEENTH WARD. EXAMINED DECEMBER 8.

1st.	12	10	8	11	4	4	2		2	2	4	3				3	3	3	3	6			2	2
2d.	34	9	7	11	6	5	6		6	4	7	5				54	2	4	3	2			6	
3d.	50	7	6	104	5	4	4	7	6	6						54	6	42	6				5	
4th.	38	7	5	10	3	5	5	5	3	3						4	7	34	7				2	
Average	33	84	64	104	42	44	44	6	44	34	54	4				44		34		34			34	

134 on Record. 21 per cent. of absentees.

No. 31, SEVENTH WARD. EXAMINED FEBRUARY 1.

1st.	20	34	3	13	6	7	6		6		6	8		4	8	04	1	6	1	7		8	8	8
" 2d D	33	6	44	12	5		2		5		6	6				42	2			5			6	
2d.	36	4	3	10	3	4	3		4	3	2	1				32	3	52	3	3			1	
3d.	3	4	3	10	6	5	3		5	3	3					44	1	54	4	2			5	
4th.	43	5	3	10	5	6	4	7	5	2						42	5	64	5	1			4	
5th.	46	34	3	9	6	8	5	7	3	4						54	5	1	6				5	
Average	36	44	34	104	54	54	34	7	44	3	44	6				44		54		34			54	

214 on Record. 23 per cent. of absentees.

NO. 32, TWENTIETH WARD. EXAMINED APRIL 6.

	On Record.	Av. Months in Class.		Av. Mo. in Attend.	Av. Age of Pupils.		Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Grammar.	History.	Astronomy.	Algebra.	Cons U S.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.	Pennmanship.	Drawing.	Mo to.	Brill.	Order.
1st . . .	30	18	15	13	7	5	6		6		6	6	6	6		6	7	6	1	6	1	4	6	6	6	6
2d . . .	35	7	7	12	7	5	6		5	6	5	6	5	6	5			5	1	6	2				6	6
" 2d D	29	6	5	12	5	6	6		6		6	4	6	5				5	3	5	3				6	6
3d . . .	33	6	5	13	7	7	6		3	5	7	5						5	2	5	3				6	6
" 2d D	44	5	5	12	8	7	7	7	6	6		6						6	4	5	4				6	6
4th . . .	39	5	5	11	7	6	6	7	5	6		6						0	4	5	4				6	6
" 2d D	41	5	4	10	7	8	7	8	7	7		7						7	4	5	5				6	6
5th . . .	48	5	5	10	8	8	8	8	7	7		7						7	5	5	5				6	6
" 2d D	53	3	3	10	5	4	4	7	6	6		6						5	5	6	5				7	7
Aver'ge	39	6	6	12	6	6	6	7	5	6	5		5		5			6		5					7	7

352 On Record. 11 per cent. of absentees.

NO. 34, THIRTEENTH WARD. EXAMINED MARCH 5.

1st . . .	21	11	9	13	6	7	7		5	6	7	6	6	8	6	1	5	1	6	6	6	6	8
2d . . .	29	7	6	12	6	4	9		6	2	5	5	2	4		4	2	4	2	6		6	6
3d . . .	31	9	7	12	7	5	3		6	4	5	5				5	3	5	3	5		6	6
4th . . .	40	6	5	11	7	7	5		7	5	5	6				6	4	5	4	5		6	6
" 2d D	32	6	5	10	8	5	6		6	6	7	5				6	4		4			7	7
5th . . .	37	5	4	10	6	7	5	8	7	6						6	4	5	5	5		6	6
" 2d D	37	5	4	9	6	7	7	7	7	4						6	5	6	5	4		6	6
Aver'ge	34	7	6	11	6	6	5	7	6	4	5	5	4	5		5		5				7	7

227 on Record. 15 per cent. of absentees.

NO. 35, FIFTEENTH WARD. EXAMINED FEBRUARY 21.

A . . .	43	7	6	14	6	7	6		7	7	8		8		7	1	7	1	6	6	6	6	8
" 2d D	44	5	4	14	6	6	5		6	7	5	7	6		6	1	4	2	4			6	6
B . . .	51	5	4	14	7	7	6		7	7	6	7	6	7		6	1	4	2	6		6	6
" 2d D	46	6	5	13	7	5	4		5	7	6	6				5	2	5	3			6	6
C . . .	50	6	4	12	7	7	7		7	6	7	8				7	3	5	3			6	6
" 2d D	52	6	5	13	7	6	8		7	6	8	7				7	3	7	4	6		6	6
" 3d D	46	6	5	12	7	8	8		7	7	7	8				7	3		6			6	6
D . . .	43	5	4	12	7	8	7		6	7						7	4	7	4	4		6	6
" 2d D	47	5	4	11	6	8	8	7	6	7						7	4	7	4	5		6	6
E . . .	43	8	5	10	6	7	6	6	4	6						5	5	5	5	4		6	6
" 2d D	61	6	5	10	8	8	8	8	6	8						7	5	5	5	4		6	6
Aver'ge	48	6	5	12	6	7	7	7	6	6	6	7	7		7		6					7	7

596 on Record. 20 per cent. of absentees.

NO. 36, ELEVENTH WARD. EXAMINED NOVEMBER 26.

CLASS.	On Record.	Av. Mos. in Class.	Av Mos. in Attend.	Av Age of Pupils.	Reading	Spelling	Definitions.	Tables.	Arithmetic.	Geography	Grammar	History.	Astronomy.	Algebra.	Civics U. S.	Average.	Grade.	Av. Prev Exam.	Grade Prev Exam.	Pennmanship.	Drawing	Music.	Drill.	Order
1st	27	7	6	12½	7	6	5		3	6	4	6	4			5½	2	3½	3	6	4	6	7	7
2d. . . .	23	6	5	12	6	2	2		3	5	6			4		4	3	4½	3	5			6	
3d. . . .	24	6	5	11	6	1	2		6	6	4					5	4	3½	4	5			7	
4th	26	5	3½	11½	6	6	5	7	4	8						6	4	5	5	4			7	
" 2d D	23	3½	2½	10	6	6	4	7	6	6						6½	5	4½	5	4			7	
5th	39	3½	3	10	5	3	4	7	4	5						4½	6	4	6	5			6	
" 2d D	48	4½	3½	9	5	4	5	5	3	5						4½	7	5½	6				3	
Aver'ge	30	5	4	11	5½	13	3½	6½	4½	6½	4½					5		4½	5				6½	

212 on Record. 20 per cent. of absentees.

NO. 37, TWELFTH WARD. EXAMINED MAY 16.

1st . . .	22	10½	9½	13½	6	6	5		6		7	7		6	8	6½	1	6½	1	6		8	8	6
2d	28	6	4½	12	7	5	6		6	7	7	7		5		6½	2	4½	3			8	8	
3d	32	6	6	12	4	4	2		3	6	3	5				3½	4	6½	3			5		
4th	39	5	4½	10	6	7	6	8	7	6	7					6½	4	6	5			8		
5th . . . }	49	9½	8	10	6	6	6	8	5	7						6½	5	4½	6			8		
" 2d }					5	6	6	7	5	7						6	6					8		
Aver'ge	34	7	6½	11½	5½	5½	5½	7½	5½	6½	6	6½		5½		5½		5½					7½	

170 on Record. 15 per cent. of absentees, (during previous mo.)

NO. 38, EIGHTH WARD. EXAMINED FEBRUARY 7

1st	22	9	6	14	7	4	6		5		5	8	7	4		5½	1	6	1	6		8	7	8
2d	24	8	6	14	6	5	7		5	6	5	6	6	6		5½	2	4½	3	7		8		
3d	38	7½	6½	12½	7	7	5		5	6	4	7				5½	3	4½	3	7		7		
4th	39	8½	6½	12½	2	2	2		5	6	4					3½	1	3½	4			4		
" 2d D	43	6	5	11½	6	5	4		8	6						5½	4	7½	4	5		7		
5th	31	9½	8½	12	6	7	6		4	5						5½	4	2½	5			6		
" 2d D	40	9	6½	11	6	6	6	8	6	7						6½	4	5½	5			8		
" 3d D	44	3½	3	10½	6	8	7	7	5	7						6½	5					6		
Aver'ge	35	7½	6	12½	5½	5½	5½	7½	5½	6½	4½	7	6½	5		5½		4½					6½	

291 on Record. 20 per cent. of absentees.

NO 39, TWELFTH WARD. EXAMINED MAY 18

1st	9	8½	5½	14½	7	6	6		7		6	8		7	6	7½	1	6½	1	6		8	8	8
2d	30	13	8½	12	7	7	7		7	7	7	7				7	2	3½	3	6		8		
3d	29	11½	7½	12	7	7	6		7	6	7	5				6½	3	5	4	5		8		
4th	41	8½	5½	11	7	8	5	8	7	6						6½	4	3	6	5		6		
5th	43	8	5½	13	7	7	7	6	6	5						6½	5	3	7	5		6		
Aver'ge	30	10	6½	12½	7	7	6½	7	5½	6	7½	6½				6½		4½		5½			8	

NO. 40, EIGHTEENTH WARD. EXAMINED MARCH 25.

CLASS	On Record.	Av. Months in Class.	Av. Mos. in Attend.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Grammar.	History.	Astronomy.	Algebra.	Geometry.	Average.	Grade.	Av. Previous Exam.	Grade Prev Exam.	Penmanship.	Drill.	Order.
1st.....	50	6½	6	14½	5	6			6	7	7		3	7	6½	1	7	1	6	8	8	
" 2d Div ..	63	6½	5½	13½	6	5	6		6	6	5	5	6	7	5½	1	6½	1	6	6	6	
2d.....	56	5½	4½	13	8	6	5		6	7	6	6	5	7	6½	1	5½	2	6	6	8	
" 2d Div ..	68	5½	4½	13½	6	5	3		5	5	3	6			4½	2	5½	3	6	6	6	
3d.....	57	6½	5½	13	6	5	6		5	6	5	6			5½	3	5½	3	3	6	6	
" 2d Div ..	70	5½	4	12½	6	7	8		6	7	6	7			6½	3	6½	4	6	8	8	
" 3d " ..	61	5½	4½	11½	7	7	5		5	6	6				6	3	7	4	6	8	8	
" 4th " ..	52	6½	5½	10½	5	6	7		7	6	6				6½	3	5½	5	4	6	6	
4th.....	53	6½	5	10½	8	6	7		5	7					6½	4	6½	5	4	8	8	
" 2d D...	59	4½	3½	10½	5	8	8	8	6	7					7	4	6½	5		8	8	
5th.....	61	4½	4	10	7	8	7	7	6	5					6½	5	5½	6		8	8	
Average.	60	5½	4½	12	6½	6½	6½	7½	5½	6½	5½	6½	5½	7½	6½		6½		5½	7½	7½	

653 on Record. 15 per cent of absentees.

NO. 41, NINTH WARD. EXAMINED NOVEMBER 9

A.....	39	4	3½	13½	6	7	6		6	6	8		6		6½	1	7	1	7	8	8
" 2d Div....	40	2½	2½	13½	7	7	6		8	6	5	8		7	6½	1	4½	2	7	8	8
B.....	53	2½	1½	12½	2	3	1		4	4	2	5			3	3	4½	3	6	4	4
C.....	46	2½	2	11½	4	5	4		6	7					5½	3	6½	4	5	7	7
D.....	49	2½	2	11	7	6	4		6	7					6	4	6	4	3	8	8
E.....	49	3	2	10	4	5	6		7	7					5½	1	5½	4	3	8	8
F.....	47	3	2½	10	4	5	4	7	4	7					6½	5	5½	5	3	8	8
G.....	46	4	2	9	5	4	4	5	5	6					4½	6	6½	6	3	5	5
Average.....	46	3	2½	11½	4½	5½	4½	6	5½	6½	4½	7		6½	5½		5½		4½	7	7

369 on Record. 23 per cent of absentees.

NO. 42, TENTH WARD. EXAMINED NOVEMBER 17

A.....	22	27	18	14	4	5	5		2	5	5	5	5	4	4½	1	4	1	6	6	7
" 2d Div....	37	10	8	13	6	5	5		2	4	6	6		3	4½	1	5½	2	6	6	6
B.....	42	5½	4	12	5	6	6		5	6	5	8	7		6	3	5½	2	8	8	8
C.....	45	6	4½	11½	7	7	6		3	6	7	6			6	4	2½	4	4	6	6
D.....	50	5	4	11	6	6	5		5	6	5				5½	4	5½	4	5	5	7
E.....	62	5	1	11	7	7	7		4	7					6½	4	5½	4	5	7	7
F.....	56	4	3	10	6	6	5	7	5	7					6	5	4½	6	6	6	6
G.....	51	3	3	9	5	6	5	7	6	6					5½	6	4½	6		7	7
Average.....	46	8½	6	11½	5½	6	5½	7	4	5½	5½	6½	6	3½	5½		4½		5½	6½	6½

365 on Record. 37 per cent of absentees.

NO. 43, TWELFTH WARD. EXAMINED MAY 13.

CLASS.	On Record.	Av. Attend. for Mo.	Av. Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Grammar.	History.	Astronomy.	Algebra.	Cons U S.	Bookkeeping.	Geometry.	Average.	Grade.	Grade Prev. Exam.	Grade Prev Exam.	Pennmanship.	Drawing.	Music.	Drill.
1st [*]																									
" 2d Div.....	14	10½	7½	10	2	2	3		2	3	4	12						24	4	5½	1	4		6	2
2d.....	40	15	4½	8	5	7	6	6	2	4			4	Punc.				48	7	4½	5			5	5
3d.....	19	7	4	8	7	8	3						6					6	5P.	4½	3P.			7	7
4th.....	48	7	4	6	6	8	6	5					5	R. N				6	5P.	4½	5P.				7
Average.....	30	10	5	8	5	6½	4½	5½	2	3½								44		4½					5½

121 on Record. 50 per cent. of absentees.

NO. 44, FIFTH WARD. EXAMINED JANUARY 13.

1st.....	37	11	10	14	7	4	7		3	8	8		5	8				6½	1	6½	1	8	7	8	8
" 2d D.....	36	9		14	3	3	3		2	6	2	6		4	8			3½	2	6	2	5		4	4
2d.....	52	9	8	12	3	3	5		3	5	5	5		3				4	3	5½	3	5		4	4
" 2d D.....	50	5½	4½	12½	6	6	5		4	6	2		6					5	3	4½	3	5		6	6
3d.....	37	5½		8½	7	7	7		7	7	7							7	3	5½	3	8		8	8
" 2d D.....	50	5		12	7	6	6		3	6	3							5½	4	4½	4	7		6	6
4th.....	45	5		10	6	5	6		3	6	4							5	4	5½	4	6		6	6
" 2d D.....	57	5		11½	6	4	6		1	4								4½	5	6½	4	6		5	5
5th.....	44	3	3	10	6	6	6	6	3	6								5½	5	6½	5	5		6	6
" 2d D.....	63	4	4	10	5	4	5	5	3	4								4½	6	6½	6	5		5	5
Average.....	47	6½		11½	5½	4½	5½	5½	3½	5½	4½	6½		4				5		5½		6			5½

471 on Record. 11 per cent. of absentees (during previous month.)

NO. 45, SIXTEENTH WARD. EXAMINED MARCH 11.

1st.....	38	7½	7	14½	7	6	7		5	5			7	8	6	7		6½	1	5	1	6	6	8	8
" 2d Div....	48	8	6½	14	7	4	8		7	7	5	7	5	6				6½	1	6½	1	7		8	8
2d.....	60	9	7½	13½	6	6	6		4	3	4	5	4					4½	2	5½	2	5		5	5
3d.....	64	7	5	13	8	3	6		3	5	6		4					5	3	4½	3	4		6	6
" 2d Div....	67	5½	4½	12½	7	7	7		7	7	5							6½	3	6½	3	5		8	8
4th.....	67	6	5	12	5	4	4		6	8	4							5½	4	5	4	4		6	6
" 2d Div....	66	6	5	11½	7	3	3		6	7								5½	4	4½	5	4		6	6
5th.....	63	5½	4½	11½	6	6	6	8	6	7								6½	5	5½	5			7	7
" 2d Div....	64	5	4½	11½	6	7	6	8	7	8								7	5	6½	5				8
Average.....	54	6½	5½	12½	6½	5½	5½	8	5½	6½	4½	6	4½	6½				5½		5½		4½			6½

537 on Record. 17 per cent. of absentees.

* Left previous to Examination.

NO. 46, TWELFTH WARD. EXAMINED MAY 20.

NAME.	On Record	Av. Months in Class.	Av. Attend. for Mo.	Av. Age of Pupils	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Grammar.	History.	Astronomy.	Algebra.	Comp. U. S.	Average.	Grade.	Average Prev. Exam.	Grade Prev. Exam.	Pennmanship.	Drawing.	Music.	Drill.	Order.
1st	9	16½	10½	13½	6	6	6		5	6	5	4	4			5½	1	5½	1			7	7	8
2d	16	9½	9	12	6	5	4		3	7	4					4½	3	5½	3				5	
3d	12	8½	7½	12½	6	7	6	7	6	7						6½	4	6½	4				8	
4th	12	12	10	10	7	7	7	6	4	5	5	Punc.				5½	2P.	6½	1P.				6	
5th	18	7½	7	8½	5	6	5	5			4	5	R	N.		5	4P.	6½	4P.				5	
6th	19	7		7	6	6	4		4		6	5				5½	5P.	4½	4P.				7	
7th	24	7		5	7	3	3									4½	5P.	5	5P.				6	
Age.	28.				6½	5½	5	6	4½	6½	4½	5				5½		5½					8½	

110 on Record. 18 per cent. of absentees.

NO. 48, TWENTIETH WARD. EXAMINED APRIL 6.

.....	24	12½	11½	13	7	7	7	7	8	8	7	7	7½	1	5½	1	7	7	8	8	8
.....	26	9½	8½	12½	6	5	4	5	7	6	6	4	5½	2	3½	2	5		8		
.....	29	8½	6½	13½	5	7	4	3	6	4	6		5	3	4½	3	2		5		
Div.....	31	6½	5½	12	5	6	7	6	8	6	7		6½	3	6½	3	5		8		
Div.....	34	6½	6	12	7	7	7	5	7	6			6½	3	5½	4	3		8		
.....	35	6½	6	12	6	8	7	8	6	8			7½	4	4½	4	4		8		
Div.....	46	6½	6	11½	7	7	7	8	7	8			7½	4	6	5	4		8		
.....	54	6½	5½	11	7	7	7	8	7	8			7½	5	4½	5	4		8		
Age.....	35	7½	7	12½	6½	6½	6½	8	5½	7½	8½	5½	6½		5		4½		7½		

279 on Record. 8 per cent. of absentees.

NO. 49, TWENTY-FIRST WARD. EXAMINED APRIL 21.

.....	24	11½	9½	13	7	6	7		7		7	7	7	8	7	1	6½	1	5		8	8	8
.....	37	7	5	12	7	4	4		4	3	5	4		5	4½	2	4½	3	5			6	
.....	37	7	6	12	8	6	3		4	4	5	5			5	3	5½	3	4		6		
Div...	30	5½	5	11	7	7	4		6	6	6	7			6½	3	5	4	5		7		
.....	34	5½	5	11½	7	8	5		6	7	6				6½	3	5	4	4		7		
Div...	42	6	5	10	6	8	6		7	6	5				6½	4	6½	4	5		7		
.....	40	7	6½	11	7	6	7	8	7	7					7½	4	6	5	5		8		
Div...	33	5	4	10	7	8	5	8	6	6					6½	5	6	5	4		7		
Div....	41	5	4	10	6	7	5	6	5	5					5½	5	5	6			6		
Age.....	35	6	6½	11	6½	6½	5½	7½	5½	5½	5½	5½	6		6½		5½					6½	

318 on Record. 5 per cent. of absentees.

FEMALE GRAMMAR SCHOOLS.

NO. 1, FOURTH WARD. EXAMINED JANUARY 10.

CLASS.	On Record.	Av. Months in Class.	Av. Attend. for Mo.	Av. age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Grammar.	History U. S.	Astronomy.	Algebra.	Gen. History.	Eng. Lit.	Geometry.	Average.	Grade.	Aver. Prev. Exam.	Grade Prev Exam.	Pennmanship.	Drawing.	Musical.	Drill.
A.....	20	5½	4½	12½	8	5	6		3	6	6	5	4					5½	2	6½	1	7		8	6
B.....	21	5½	4	11	8	6	3		6	6	6	4						5½	3	4½	3	8			8
C.....	22	5	3½	10½	8	6	6		5	7	7							6½	4	4½	4	6			8
D.....	24	5	4	10½	7	6	5	8	6	6								6½	5	6	5				8
E.....	28	4½	3½	10½	6	3	2	3	3	4								3½	6	4½	6				6
Average.....	23	5	4	11	7½	5½	4½	5½	4½	5½	6½	4½						4½		5½		6½			7

115 on Record. 30 per cent. of absentees.

NO. 2, SEVENTH WARD. EXAMINED JANUARY 24.

1st.....	27	11		14	7	6	6		6		7	5	7	7				6½	1	5½	1	6	8		6
2d.....	41	6	4	13	7	3	5		3	3	3	5	3					4	3	4½	3				4
3d.....	31	5	4	13	8	6	7		6	3	3	4	3					5	3	5	3				6
4th.....	33	6	4	14	7	6	8		4	6	3							5½	4	4½	4				6
" 2d Div.....	15	6	3½	12	7	4	8		4	6	4							5½	4	5½	4				6
5th.....	31	6	5½	10	7	6	6	6	6	7								6½	5	5½	5				7
" 2d Div.....	35	5	4	11	7	7	7	6	6	6								6½	5	4½	6				8
Average.....	35	6½	5	11	7½	5½	6½	6	5	5½	4	4½	4½					5½		4½					6½

243 on Record. 20 per cent. of absentees.

NO. 3, NINTH WARD. EXAMINED NOVEMBER 1

1st.....	38	12	11	14	7	4	7		6		7	6	6	4	4			5½	1	6½	1	7			7
2d.....	48	8	5	12	8				6		7	6	8	7				7	1	6	2	7			8
3d.....	41	7	5	12	6	6	6		5	5	7	4						5½	2	6½	3	7			7
4th.....	65	5	4	12	7	7	6		6	7	7	4						6½	3	6½	4				7
5th.....	49	6	5	11	7	6	6		7	6								6½	4	6½	4				7
" 2d Div.....	65	6	4	10	7	7	6		6	7								6½	4	6½	5				7
" 3d Div.....	61	5	3	9	7	7	6	6	6	6								6½	4	5½	5				7
6th.....	47	5	4	9	6	7	6	4	6	6								5½	5		4				6
Average.....	52	6½	5	11	6½	6½	6½	5	6	6½	7	5	7	5½				6½		6½					7

414 on Record. 22 per cent. of absentees.

NO. 4, THIRTEENTH WARD. EXAMINED FEBRUARY 24.

CLASS	On Record.	Av Months in Class	Av. Attend. for Mo.	Av. Age of Pupils	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Grammar.	History U S.	Astronomy.	Algebra.	Gen. History.	Eng Lit.	Geometry.	Average	Grade.	Av. Previous Examin.	Grade Prev Exam.	Pennmanship	Drawing.	Musical.
1st.....	20	15	13	14	8	7	7		7	8	8	8	7	6				7	1	6	1	8		8
2d.....	34	9	7	13	5	6	8		5	5	6	6	5	5				5	2	5	2	5		6
3d.....	25	6	5	13	6	6	3		3	2	3	3	2					3	3	6	3	3		3
" 2d Div.....	38	7	5	11	3	6	4		4	3	4	4						4	4	5	3	2		4
4th.....	36	6	5	10	6	7	6		5	8	8							6	4	4	4	4		4
" 2d Div.....	30	6	4	11	8	8	7		7	8	8							7	4	8	4	4		6
5th.....	32	6	5	10	7	8	7	6	8	8								7	5	5	5	6		6
" 2d Div.....	44	5	3	10	6	7	5	6	6	5								5	5	6	5	4		5
Average.....	32	7½	6	11½	6½	6½	5½	7	5½	5½	5½	4½	5	5½				6	5½	4½	4½			6

259 on Record. 31 per cent. of absentees.

NO. 5, FOURTEENTH WARD. EXAMINED DECEMBER 1.

1st.....	12	14½		14	7	6	6		6		6	7	7	6				6	1	6	1	6		8
" 2d Div.....	13	6½		13	6	5	5		6	3	6	6	6					5	2			5		5
2d.....	33	7		12	5	3	2		3	4	5	3	3					3	4	5	3	5		4
3d & 4th.....	46	9½		11	6	6	4		4	6	6							5	5	6	5	4		6
5th.....	40	9		9	5	5	4	5	3	5								4	6	5	6	4		6
Average.....	29	9		12	5½	5	4½		4½	4½	5½	5½	5½					5	6½	4½	4½			6

144 on Record. 26 per cent. of absentees, (during previous mo.)

NO. 7, TENTH WARD. EXAMINED FEBRUARY 15.

1st.....	21	16½	12½	14	8	7	6		6		7	7	5	7				6	1	6	1	7	8	8
2d.....	12	8	4	12	7	4	7		6	7	7	7	6					6	2	5	2	6		6
3d.....	22	7	4	12	8	7	7		6	7	8	6						7	3	7	3	4		5
4th.....	27	4	2	11	6	8	8		8	8	7							7	4	7	4	5		5
5th.....	41	8	4	10	7	8	7	8	6	7								7	5	5	5			6
6th.....	38	8	4	10	6	8	8	7	7	7								7	6	5	5			6
Average.....	27	8½	5	11½	7	7	7½	7½	6½	7½	7½	6½	5½					7	6½	5½	5½			6

161 on Record. 18 per cent. of absentees.

NO. 8, EIGHTH WARD. EXAMINED FEBRUARY 3.

1st.....	11	26	25	14	6	3	3		4		4	3	3	6				4	1	4	1	7		4
2d & 3d.....	22	8	6	11	8	6	8		6	6	6							6	4	6	4	7		6
4th.....	28	7	5	10	7	8	6	7	8	8								7	4	6	5			6
5th.....	57	7	3	7	7	8	8	7	8	7								7	5	7	8			6
Average.....	30	12	9½	10½	7	6½	5½	7	8½	7	5							6½	6½	7	7			6

118 on Record. 19 per cent. of absentees.

NO. 9, TWENTY-SECOND WARD. EXAMINED APRIL 26.

CLASS.	On Record.	Av. Months in Class.	Av. Attend. for Mo.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Grammar.	History U. S.	Astronomy.	Algebra.	Gen Hist.	Eng Lit.	Geometry.	Average.	Grade.	Av. Prev Exam.	Grade Prev Exam.	Penmanship.	Drawing.	Made.
1st.....	12				7	8	8		7	7	8	8	8					7	1	5	1	7	8	7
" 2 Div.	8	17	16	13½	4	2	1		3	4	2	5						3	3					
2d.....	11				8	7	7		5	5	3	4	5					5½	3	4	4	8		
" 2 Div.	12	12½	11½	11	4	5	4		3	4	3	3						5½	4					
3d.....	18				5	7	5	7	6	4								5½	5					
" 2 Div.	11	8	7	9	5	8	4	7	4	4								5½	7					
4th.....	14	8½	5½	8½	6	7	6	4		4					6 Punc			5½	3P.	6	2P.			
5th.....	40	3½	2½	6½	3	8	3		4						3 "			3½	5P.	4½	5P.			
Av'ge...	25	9½	8½	10	5½	6	4½	6	4½	4½	5	3½	5½					5		4½				

124 on Record. 12 per cent. of absentees.

NO. 11, SIXTEENTH WARD. EXAMINED MARCH 7.

1st.....	93	12	10	15	8	8	8		6		8	8	6	7		7		7½	1	6½	1	6		8
2d.....	26	9	8	13	8	6	7		7		7	8	8					7½	2	5	2	5		
" 2 Div.	35	6	4½	13½	7	6	6		6	7	6	6						6½	3	5½	3	5		
3d.....	40	7½	6	13	8	7	7		8	7	6	6						7	3	6½	3	5		
" 2 Div.	46	8	6½	12	8	8	7		8	7	8	8						7½	3	7½	3	6		
4th.....	58	6½	5½	11½	7	6	5		6	7	6							6½	4	8½	4	5		
" 2 Div.	58	6½	5	11	8	8	7		7	7								7½	4	7	4	3		
5th.....	54	4	3½	10	7	6	5	7	6	8								6½	5	5½	5	4		
" 2 Div.	53	5	4	10	7	8	7	8	7	8								7½	5	5½	5	4		
Av'ge...	44	7	6	12	7½	7	6½	7½	6½	7½	6½	7	8					7		6½		4½		

393 on Record. 19 per cent. of absentees.

NO. 12, SEVENTH WARD. EXAMINED JANUARY 27.

1st.....	9	13	9½	15	8	7	8		6		7	8	8	4	8		8	7½	1	7	1	8	6	8
" 2 Div.	16	12½	9	14½	8	8	7		7	7	7	6	7	7				7½	1	8½	2			
2d.....	24	8½	7½	12	8	8	7		6	7	7	6	8	7				7½	2	7	3	6		
3d.....	30	11	8	11	8	7	7		4	6	6							6½	4	5½	1	5		
4th.....	38	10	7	10½	7	8	7		6	8	8							7½	4	7	5	4		
5th.....	37	8½	5½	11	7	8	8	8	7	7								7½	5	8½	6			
" 2 Div.	32	7	5	10	7	8	7	8	6	7								7½	5	7	6			
Average.	27	10	7½	12	7½	7½	7½	8	6	7	7	6½	7½	6				7½		6½		5½		

186 on Record. 25 per cent. of absentees.

NO. 13, SEVENTEENTH WARD. EXAMINED MARCH 17.

CLASS.	On Record.	Av. Months in Class.	Av. Attend. for Mo.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Grammar.	History U S	Astronomy.	Algebra.	Gen. History.	Eng. Lit.	Geometry.	Average.	Grade.	Av. Prev Exam.	Grade Prev Exam.	Pennmanship.	Drawing.	Made.
A.....	26	22½	20	13½	8	7	7		6		6	7	8	8	8			7	1	6½	1	7	7	
B.....	31	16	14	13	8	7	7		5	8	6	7	8	8				6½	2	7	2			
C.....	43	11	7½	12½	8	7	7		6	8	6	7						7	3	6	4			
D.....	46	11	9	11	8	7	7		5	6								6½	5	5½	6			
E.....	46	9	8	10	7	8	7		6	6								7½	5	6½	5			
" 2d Div.....	58	9	7	10	7	7	6	7	6	7								6½	6	6	6			
Average.....	41	12½	11	12	7½	7½	6½	7½	6	7	6	7	8	7				7		6½				

248 on Record. 16 per cent. of absentees.

NO. 14, TWENTY-FIRST WARD. NOT EXAMINED.

NO. 15, ELEVENTH WARD. EXAMINED FEBRUARY 16.

1st.....	34	8	7	13	8	7	8		7		7	7	7	6				7½	1	7½	1	8	7	8
2d.....	34	6	5	12	8	6	8		6	8	7	6	7					7	3	3½	3	4		
3d.....	29	5	4	12	7	7	7		6	7	8							7	3	6½	3	4		
4th.....	34	6	5	11	7	5	6		4	6	6							5½	4	7½	4	4		
" 2d Div.....	45	4	4	9	8	7	7	7	4	7								6½	5	6½	5	4		
5th.....	35	6	5	10	7	7	5	8	8	7								6½	5	5½	5			
" 2d Div.....	64	4	4	9	6	8	6	8	6	8								7	5	7	6			
Average.....	40	5½	5	11	7½	6½	6½	7½	5½	7½	7	6½	7					6½		6½		4½		

275 on Record. 13 per cent. of absentees.

NO. 16, NINTH WARD. EXAMINED NOVEMBER 4.

1st.....	20	15	13	14½	7	5	7		6		7	5	6	7	6	8		6½	1	6½	1	7	4	8
2d.....	28	6	5	12½	7	5	7		3	4	6	4	4	6				5½	2	6	2	5		
3d.....	38	6	3½	11	5	6	7		6	6	6							6	3	6½	3	7		
4th.....	42	3	2	10	6	7	7		7	3	6	7						6½	4	6	5	5		
5th.....	33	6	4	10½	6	6	6		6	2	6							5½	6	5½	6	5		
Average.....	32	7	5½	12	6½	5½	6½	6½	4	5½	6½	1½	5	6½				5½		6		5½		

161 on Record. 23 per cent. of absentees

NO. 17, TWENTY-SECOND WARD. EXAMINED APRIL 27.

CLASS.	On Record.	Av. Mos. in Class.	Av. Mos. in Attend.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Grammar.	History U. S.	Astronomy.	Algebra.	Gen History	Eng Lit.	Geometry	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.	Pennmanship.	Drawing.	Mus.	Drill.
1st	15	25	23	14	8	8	7		6		7	7	7	7	7			68	1	61	1	7	8	8	8
2d	22	11	10	13	8	5	5		5	8	8	6		5				54	2	3	4	6		8	8
3d	30	9	8	12	7	6	6		6	8	5							6	2	3	4	4		8	8
4th	29	8	7	12	6	6	6		8	7	5							8	4	3	5	4		7	8
" 2d Div.	35	6	5	11	5	5	4	7	5	6								5	4	4	5	4		6	8
5th	33	3	2	11	7	8	6	8	8	6								7	5	2	5	5		8	8
" 2d Div	42	3	2	11	7	7	7	8	8	6								7	5	6	6	5		8	8
Average.....	29	9	8	12	6	6	5	7	6	6	5	6		6				6	4	5	5			7	8

206 on Record. 11 per cent. of absentees.

NO. 18, NINETEENTH WARD. EXAMINED APRIL 4.

1st	18	9	7	14	6	7	5		7		7	7	6	6				6	1	6	1	6		8	8
2d	19	10	7	12	6	4	4		6	7	7	7	6	7				6	2	4	2	3		7	7
3d	35	9	6	12	6	5	5		4	5	5	3						4	4	6	3	4		5	7
4th	34	8	4	11	6	6	6	8	7	7								6	4	5	5			7	7
5th	43	9	6	10	7	8	7	8	6	8								7	5	4	6			8	8
Average.....	30	9	6	12	6	5	5	8	6	6	5	6	6					6	5	5	4			7	7

149 on Record. 33 per cent. of absentees.

NO. 19, SEVENTEENTH WARD. EXAMINED MARCH 22.

1st	23	11	10	14	7	5	4		5		6	5	7	5	5			5	1	6	1	7	7	7	8
2d	23	10	8	13	6	6	5		8	6	7	6	6					6	3	6	3	6		8	8
3d	22	9	7	13	4	6	4		4	8	6	7						5	4	4	4	6		5	7
4th	27	10	10	10	6	8	7		7	8								7	4	5	4	4		8	8
5th	26	8	7	10	7	8	7	8	8	8								7	5	6	5			8	8
3th	59	10	7	11	6	8	5	8	7	7								6	5	5	6	4		7	7
Average.....	30	10	8	12	6	6	5	8	6	7	6	6	6					6	5	5	5			8	8

180 on Record. 15 per cent. of absentees.

NO. 20, TENTH WARD. EXAMINED NOVEMBER 12.

CLASS	On Record.	Av Months in Class.	Av. Mos in Attend.	Av Age of Pupils.	Reading.	Spelling.	Dictation.	Tables.	Arithmetic.	Geography.	Grammar.	History U.S.	Astronomy.	Algebra.	Gen History.	Eng Lit.	Geometry.	Average	Grade.	Av Prev. Exam.	Grade Prev Exam.	Pennmanship.	Drawing.	Music.
1st	31	13½	11½	14½	7	4	1		1	6	5	7	7	1				5½	1	6	1	6	8	8
2d	35	7	5	13	7	4	7		1	4	4	4	2	1				4½	3	5½	1	5		
3d	33	4	3½	12½	6	5	4		5	7	6	5	5					5½	3	5½	3	6		
4th	36	4	3	12	6	6	5		1	4	5							5	4	5½	1	6		
5th	31	4	3½	11	6	7	5		7	6	6							6½	4	5½	4	7		
6th	38	4	3½	11	7	6	7	7	6	7								6½	5	5	5	7		
7th	37			10	5	6	5	7	6	7								6	5	5½	5			
8th	37	1½	3½	10	6	6	6	7	5	6								6	6	5½	6			
Average....	35	6	4½	11½	6½	5½	5½	7	5½	5½	5½	5½	4½	1				5½	5½	6½				

281 on Record. 25 per cent. of absentees.

NO. 21, FOURTEENTH WARD. EXAMINED DECEMBER 6.

1st	19	21	17	13	7	7	6		4		6	6	6	6				6	1	5½	1	8		
2d	22	14	10	11	6	7	6		5	6	5	7						6	2	3½	4	7		
3d	32	8	5	9	6	6	4		3	3	1	3						11	5	12	5	6		
4th	51	9	7	8	6	7	6	6	4	6								5½	5	4½	6	6		
Average.....	31	13	9½	10	6½	6½	5½		4	5	5	5½						5		12	6½			

124 on Record. 25 per cent. of absentees.

NO. 22, ELEVENTH WARD. EXAMINED NOVEMBER 22.

1st	22	12		14	8	6	7		6		7	8	8	6				7	1	6½	1	8	6	8
2d	22	10½		12½	7	8	7		7	6	7	7	7	7				7	2	5	2	6		
3d	23	7		10½	6	7	7		7	7	7	6						6½	3	4½	4	6		
4th	32	7½		10	7	8	8		6	8	8							7½	4	5½	4	4		
" 2d Div..	31	10		11	7	7	7		7	7								7	4	5	5	1		
5th	36	5	4½	9	6	7	6		7	6								6½	5	1	6	5		
" 2d Div..	54	5	4	8½	7	8	7		7	6								7	5	4½	8	4		
Average...	31	8		11	6½	7½	7		6½	6½	7½	7	7½	6½				7		5		5½		

220 on Record. 20 per cent. of absentees, (during previous mo.)

NO. 23, SIXTH WARD. EXAMINED JANUARY 18.

1st	15	13	11½	13½	6	3	8		4		6	6	6	2				5½	1	4½	1	7	8	8
2d	10	9	7	11	7	4	7		4	1	5	7						5	3	4½	1	7		
3d	38	10	8	11½	7	6	6		4	4	6							5½	4	12	5	6		
4th	50	10	7	11	3	3	3	6	1	4								3½	6	2½	6			
Average.....	31	10½	8½	12	5½	4	6		3½	3	5½	6½						4½		4½		6½		

122 on Record. 19 per cent. of absentees.

NO. 24, SIXTH WARD. EXAMINED JANUARY 20.

CLASS.	On Record.	Av. Mos. in Class.	Av. Mos. in Attend.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Grammar.	History U S.	Astronomy.	Algebra.	Gen History.	Eng Lit.	Geometry.	Average.	Grade.	Av Prev. Exam.	Grade Prev Exam.	Pennanship.	Drawing.	Musical.	Drill.
1st	15	17	11½	13½	8	3	6		4		5	6	6	2				5	1	5½	1	2	2	2	2
2d	25	10	8	12½	5	5	5		1	5	5	3	3					4½	3	3½	3				7
3d	30	9	7½	11	7	7	6		5	5	5	6	3					5½	3	5½	4				8
4th	37	9	7	10	6	6	6	7	4	6	7		6					6	4	4½	5				9
Average	27	11	8½	11	6½	5½	5½		1½	5½	5½	5	4½					5½		4½					7½

107 on Record. 22 per cent. of absentees.

NO. 26, FOURTH WARD. EXAMINED JANUARY 12.

1st	11	10	6	15½	8	6	7		6	7	5	4	1	3				5½	1	4½	2	7			7
2d	16	3½	2	12½	6	7	6		4	7	6	5		1				5½	3	3½	3	7			7
3d	28	6½	2	11	4	6	4		1	2								3½	7	4½	5	6			4
4th	63	6	5	10	4	6	3	3	1	2								3½	7	2½	6				1
Average	27	6½	3½	12	5½	4½	5		3	4½	5½	4½		3½				4½		4		6½			5½

106 on Record. 42 per cent. of absentees.

NO. 28, TWENTY-SECOND WARD. EXAMINED MAY 3

1st	7	8	6½	4	8	7	7		6		7	7	7	7				7	1	5½	2	6	8	8	8
2d	22		5½	2½	8	6	6		6	4	5	7	8					6½	2	6½	2				7
3d	26	6	5		8	5	1		6	7	6	6						6	3	6½	3				7
4th	25	4½	3	½	7	6	1		7	6	6							6	4	6½	4				6
" 2d Div	38	3	2½	½	7	7	7		6	6								6½	4	6½	1				7
5th	34	2½	2½	1	6	5	1	5	6	5								5½	5	4½	6				5
" 2d Div	33	3½	3	10	5	7	5	7	8	4								6	5						6
" 3d Div	30	5	4	10	6	6	5	7	7	5								6	6						6
Average	30	5	4	½	6½	6½	5½	6½	6½	5½	6	6½	7½					6½		6					6½

234 on Record. 20 per cent. of absentees.

NO. 29, FIRST WARD. EXAMINED DECEMBER 22.

1st	20	12	11	14	8	4	6		6	4	6	4	6	7				5½	1	5	1	7			8
2d	32	7½		10	7	7	5		5	7	5	3	4	7				5½	2	1	2	6			8
3d	48	4		11	4	4	4		3	4	5	5						4½	1	4½	3	7			4
4th	40	10½		11	6	5	5		0	3	4							3½	6	5	4	6			4
5th	38	4½	3½	10	6	5	4	7	2	7	5							5½	6	4	5	6			5
Average	36	8		12½	6½	5	5½		3½	5	5	4	5	7				4½		4½		6½			5½

176 on Record. 33 per cent. of absentees. (during previous mo.)

NO. 30, FOURTEENTH WARD. EXAMINED DECEMBER 8.

CLASS.	On Record	Av Months in Class.	Av Mos. in Attend.	Av Age of Pupils	Reading	Spelling	Definitions.	Tables.	Arithmetic.	Geography	Grammar	History U S	Astronomy	Algebra	Gen History	Eng Lit	Geometry.	Average	Grade	Av Prev Exam.	Grade Prev Exam.	Pennmanship.	Drawing.	Music.
1st	26	9	8	13	7	3	6		5	6	4	4	4					43	1	43	2	6		
2d	33	4	3	11	6	6	6		4	4	6	5						52	3	52	4	6		
3d	40	4½	3½	8	6	6	7		2	5	6	4						51	5	51	4	5		
4th	54	5	2½	7	7	7	5	6	4	5								54	6	4	6	7		
Average	38	5½	4	9½	6½	5½	6		3½	4½	6	4½						54	4½	6				

153 on Record. 19 per cent. of absentees.

NO 31, SEVENTH WARD. EXAMINED FEBRUARY 1

1st	30	15	8	13	8	5	7		5		6	6	7	4				6	1	6	1	8		8
2d	35	9	4½	11½	5	3	2		3	5	1	1						35	1	51	3	2		
3d	58	6	3	11	8	6	7		7	7	5							64	4	41	5	5		
4th	66	5½	3	9	5	7	5		7	6	6							6	5	58	6			
Average	47	9	4½	11	6½	5½	5½		5½	6	5½	5						53	5½	5				

169 on Record. 50 per cent. of absentees.

NO. 33, TWENTIETH WARD. EXAMINED APRIL 12.

1st	23	19	16	14	8	7	6		7		8		6	7	8		8	74	1	71	1	6	7	8
2d	29	7	5½	13	8	5	7		6	5	7	6	4	6				6	2	71	1	6		
3d	26	7	5½	12½	7	6	7		7	6	8	6	7	7				61	2	5	3			
" 2d Div	27	5½	4½	12½	8	8	7		6	6	6	6						64	3	54	3			
" 3d Div	34	5	4	13	7	8	6		7	5	7	5						64	3	64	3	6		
4th	33	6	5	12	6	7	7		7	6	6							64	3	6	4	6		
" 2d Div	37	5½	4½	11	7	7	6		7	7	7							65	4	6	4	6		
" 3d Div	41	5½	4½	11½	8	8	8		7	7	8							73	4	61	4	6		
5th	41	6	5	10	8	7	6	8	6	5								63	5	5	5	6		
" 2d Div	48	7	6	9½	7	8	6	8	7	6								7	5	64	5	6		
Average	34	7½	6	12	7½	7½	6½	8	6½	5½	7½	5½	6½	6½				64	6½	6				

330 on Record. 20 per cent. of absentees.

NO. 34, THIRTEENTH WARD. EXAMINED MARCH 1.

CLASS.	On Record.	Av Months in Class.	Av Mon. in Attend.	Av Age of Pupils.	Reading.	Spelling.	Definition.	Tables.	Arithmetic.	Geography.	Grammar.	History.	Astronomy.	Algebra.	Geometry.	Average.	Grade.	Av Prev Exam.	Grade Prev Exam.	Pennmanship.	Drawing.	Music.	Drill.
1st.....	17	14	12	15	8	8	8		5		7	8	8	5	8	7	1	6	1	8	8	8	8
2d.....	33	7	6	14	8	7	7		5	5	6	6	6	6		6	2	5	3	7		7	7
3d.....	38	7	6	13	8	5	5		7	4	7	5	4			5	3	6	3	7		7	7
4th.....	31	7	6	12	8	7	7		8	6	6					7	4	6	4	6		8	8
5th.....	29	7	5	10	8	8	7		7	8	8					7	4	7	4	7		8	8
" 2d Div.....	52	5	5	10	7	7	7	7	8	7						7	5	7	5	7			8
Average.....	33	8	6	12	7	6	6		6	6	6	6	6	5		6	6	6	7				7

200 on Record. 16 per cent. of absentees.

NO. 36, ELEVENTH WARD. EXAMINED NOVEMBER 26

1st.....	21	14	12	14	7	3	8		4		6	5	6	6		5	1	6	1	5			6
2d.....	27	7	6	12	6	2	5		6	5	6	6	4	7		5	3	5	3	5			5
3d.....	31	5	2	12	6	5	4		0	6	6					4	4	4	4	7			4
4th.....	36	4	3	11	6	5	4		6	7						5	4	5	5	4			6
" 2d Div.....	30	2	1	10	7	6	5	5	5	6						5	5	5	5	4			6
5th.....	33	5	4	9	6	5	4	5	4	6						5	7	4	6	4			5
" 2d Div.....	48	5	4	8	7	7	7	4	4	4						5	7	5	6				6
Average.....	34	6	5	11	6	4	5	4	4	5	6	5	5	6		5	5	5	4				5

226 on Record. 17 per cent. of absentees.

NO. 37, TWELFTH WARD. EXAMINED MAY 16

1st.....	16	8	5	13	8	7	6		6	6		6	6	7		6	1	4	2	6		8	8
2d.....	27	6	4	12	5	4	4		4	2	2	3				3	3	6	3				4
3d.....	30	6	5	12	6	6	6		5	3	6	5				3	3	6	4				7
4th.....	42	5	4	11	7	7	7		6	6	6					6	4	6	5				8
5th.....	36	5	3	10	7	7	5	7	6	4						6	5	5	7				7
Average.....	30	6	4	11	6	6	5		5	3	5	4				5	5						6

150 on Record. 26 per cent. of absentees.

NO. 38, EIGHTH WARD. EXAMINED FEBRUARY 7.

CLASS.	On Record.	Av. Months in Class.	Av. Mos. in Attend.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Grammar.	History U. S.	Astronomy.	Algebra.	Gen. Hist.	Average.	Grade.	Av. Prev. Exam.	Grade Prev Exam.	Pennmanship.	Drawing.	Mental.	Drill.	Order.
.....	25	23	19	15	8	6	6		6		7		7	7	6	6	1	7	1	7	8	8	8	8
.....	35	13	11	13	8	5	6		7		7	7	8	7		8	2	8	2	8			9	
.....	39	9	7	13	8	7	6		5	7	6	4				8	3	7	3			8		
Div.....	24	7	5	12	8	7	7		6	7	7	8				7	3	5	3			8		
.....	30	7	5	12	8	8	6		6	8	8					7	4	6	4			8		
Div.....	39	6	5	11	8	8	7		8	8	8					7	4	6	4			8		
.....	42	6	5	11	8	8	8	8	8	8						8	5	5	5			8		
Div.....	50	5	4	11	8	8	8	7	8	7						7	5	6	5			8		
go.....	37	9	7	12	8	7	6	7	7	7	7	6	6	7		7	6	6				8		

294 on Record. 21 per cent. of absentees, (during prev. mo.)

NO. 39, TWELFTH WARD. EXAMINED MAY 18.

.....	18	16	11	14	8	7	5		6		8	7	6	5		6	1	5	1	5		8	8	8
.....	19	10	8	12	7	6	5		6	6	7	6				6	3	6	3	4		7		
.....	13	11	1	13																				
.....	35	12	8	10	6	5	5		6	7	7					6	4	5	4	4		7		
.....	26	8	6	10	7	8	6	8	6	7						7	5	4	6			8		
Div.....	23	8	4	10													6							
go.....	33	10	7	11	7	6	5	6	6	6	7	6				6	5	5	4			7		

134 on Record. 30 per cent. of absentees.

* Examined with 2d Class.

† Not Examined

NO. 41, NINTH WARD EXAMINED NOVEMBER 8

.....	34	12	7	14	8	4	6		5	6	8	6		3		5	1	5	1	7	8	7	8	8
.....	44	7	4	14	7	6	6		5	1	6	4				5	2	4	3	6		6		
.....	40	6	4	12	7	6	4		1	3	4	1				4	3	4	3	4		4		
.....	57	3	3	12	7	6	6		7	5	6	6				6	3	5	3	6		7		
.....	57	5	3	12	7	7	6		7	6						6	4	6	4	6		8		
.....	30	8	4	11	7	5	7	8	5	8						6	5	5	5	6		8		
.....	64	2	1	11	5	5	5	6	4	6						5	6			5		8		
go.....	47	7	4	12	6	5	5	7	5	5	6	5				5	5	5	5			6		

326 on Record. 16 per cent. of absentees, (during previous mo.)

NO. 42, TENTH WARD. EXAMINED NOVEMBER 17.

CLASS.	On Record.	Av. Months in Class.			Av. Mos. in Attend.			Av. Age of Pupils.			Reading	Spelling.	Definitions	Tables	Arithmetic.	Geography.	Grammar	History U. S.	Astronomy	Algebra	Gen Hist	Nat. Phil.	Average.	Grade	Av. Prev Exam.	Grade Prev. Exam.	Penmanship.	Drawing	Muscle	Drill.
st.....	29	11	12	15	8	6	6		1	7	6			4	6	7		6	6	4			6	1	5	1	6		6	6
sd.....	40	13	11	13	8	6	6		4	6	6			6	6	6		7	7	6			6	2	4	6	6		6	6
d.....	28	11	8	12	8	7	5		5	7	7			7	7	7		7		6			6	3	6	3	6		6	6
th.....	39	10	6	11	8	8	6		4	8	8			6	8	8							7	4	7	4	6		6	6
" 2d Div....	47	8	6	11	8	8	7		6	8	8			6	8	8							7	4	6	4	6		6	6
th.....	34	6	6	10	6	8	6	8	7	8	8			7	8	8							7	5	6	5	6		6	6
" 2d Div....	59	8	6	10	6	8	7	8	7	7	7			7	7	7							7	5	5	6	6		6	6
Average.....	40	10	8	12	7	7	6	8	5	7	7	7	7	5	7	7	7	6	6	5			6		5	6	6		6	6

276 on Record.

20 per cent. of absentees.

NO. 43, TWELFTH WARD EXAMINED MAY 13.

st.....	13	16	14	14	6	6	6	5	6	5	3	3	5	5	1	4	2	4	2	6	6	6	6
sd.....	16	5	3	10	5	5	6	3	6	6	6	6	6	5	4	2	6	4	2	6	6	6	6
" 2d Div....	23	5	3	10	6	7	7	5	6	5	6	6	6	5	7	3	3	3	3	3	3	3	3
{ C.....	24	11	14	7	5	7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
{ " 2d Div.	24	11	14	7	5	7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
{ D.....	66	5	4	5	7	5	3	3	3	3	3	3	3	4	5	5	5	5	5	5	5	5	5
Average.....	28	9	6	9	5	6	5	4	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5

142 on Record.

31 per cent. of absentees.

NO. 44, FIFTH WARD. EXAMINED JANUARY 13.

st.....	29	16	12	15	7	6	6	4	6	7	7	4	7	6	1	6	1	7	6	1	7	6	6
" 2d Div....	42	8	7	14	7	5	5	3	5	5	4	6	2	4	2	7	1	7	7	1	7	6	6
sd.....	32	6	5	14	7	6	7	5	6	5	1	4	6	5	2	5	2	7	5	2	7	6	6
" 2d Div....	39	5	5	13	6	5	7	3	3	6	2	2	2	4	3	5	3	4	3	5	4	6	6
d.....	30	4	4	12	4	5	1	2	4	3	3	3	3	3	4	6	3	6	3	6	6	6	6
" 2d Div....	43	4	3	11	7	6	6	6	7	5	5	5	5	6	4	3	4	7	4	5	6	6	6
th.....	45	4	4	11	7	6	6	2	5	5	5	5	5	6	4	5	4	5	4	5	6	6	6
" 2d Div....	50	5	4	11	7	6	6	2	5	5	5	5	5	6	4	5	4	5	4	5	6	6	6
th.....	51	14	3	10	7	7	6	3	7	7	7	7	7	8	5	6	5	6	5	6	6	6	6
" 2d Div....	54	5	4	11	8	7	7	6	4	6	6	6	6	6	5	6	5	6	5	6	6	6	6
Average.....	42	8	5	12	6	5	6	3	4	5	4	5	4	5	5	5	5	6	5	6	6	6	6

421 on Record.

17 per cent. of absentees.

NO. 46, SIXTEENTH WARD. EXAMINED MARCH 11.

CLASS	On Record.	Av. Months in Class.	Av. Mos. in Attend.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Grammar.	History U.S.	Astronomy.	Algebra.	Gen Hist.	Geometry.	Eng Lit.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.	Penmanship.	Drawing.	Music.	Drill.
.....	25	20	18	16	8	7	8				7			6	6	6	8	7	1	72	1	8		8	8
.....	43	11	9	15	8	8	8		7	8	8	7	6				7	1	8	1	8	8		8	8
.....	44	8	6	14	8	8	4		5	5	5	8	7	7			6	1	6	1	6	8		8	8
1st Div.	53	8	8	14	8	5	5		4	4	8	6					5	3	5	3	8	8		8	8
.....	57	7	6	13	8	8	7		5	5	8	4					6	3	8	3	7	7		8	8
2d Div.	64	5	4	12	8	8	8		7	7	6	7					7	4	7	4	7	7		8	8
.....	58	6	4	12	8	8	6		4	7	6						6	4	6	4	6	6		8	8
2d Div.	71	8	5	12	7	7	6	7	7	7							6	5	6	5	6	6		8	8
3d Div.	78	6	5	11	6	7	7	7	6	6							6	5	5	5	6			7	7
Range.....	55	8	6	13	7	6	6	7	5	5	6	6	7	6			6	6	6	6	6			7	7

493 on Record. 21 per cent. of absentees.

NO. 46, TWELFTH WARD. EXAMINED MAY 20.

.....	10	18	10	14	8	7	6		5	7	5	6	6	5		4	6	1	4	3	6		6	7
.....	8	10	6	11	7	7	5		5	6	7	8					6	3	6	4	6		7	7
.....	10	10	7	11	6	8	5	6	5	7							6	4	6	1P			8	8
.....	15	8	5	10	5	7	5	7	5	6							5	2P	6	2P			8	8
.....	8	8		9	7	8	5	7	7				7	8			6	4P					8	8
.....	18	8		6	6	6	4		5					4			5	5P	4				8	8
2d Div.	12	4		4	4												4	5P					8	8
Range.....	11	8		9	6	5	5	6	5	6	6	6		6			6	6	6				7	7

NO. 47, FIFTEENTH WARD. EXAMINED DEC. 14.

JUNIOR DEPARTMENT.

.....	34	10	6	14	8	6	7		6	7			8	8			7	1	7	1		8	8
.....	40	9	7	14	8	7	8		5	7	6	7					6	2	7	3		8	8
.....	61	8	6	14	8	7	7		6	7	7	5					6	3	7	3		7	8
1st Div.	71	8	6	13	7	7	7		7	7	7	7					7	3	6	4		7	7
.....	76	8	6	12	7	6	6		7	6	6	6					6	4	6	4		7	8
.....	73	6	4	12	8	8	7		8	7	8						7	4	7	4		7	8
.....	79	7	5	12	8	8	7		8	7	7						7	4	7	5		7	8
Range.....	62	8	5	13	7	6	6		6	6	6	6					7	7	7		7	7	7

434 on Record. 14 per cent. of absentees.

NO. 47, FIFTEENTH WARD. EXAMINED DECEMBER 16.

SENIOR DEPARTMENT.

CLASS.	On Record.	Av. Months in Class.	Av. Attend. for Mo.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Grammar.	History U. S.	Astronomy.	Algebra.	Gen. Hist.	Geometry.	Nat. Phil.	Greekian Lit.	Trigonometry.	Latin.	Average.	Grade.	Av. Prev. Exam.	Grades Prev. Exam.	Personship.
Sen.	10	25	21	16½																	7½	2d	7½	2d	8
1st.	10	16	12	16	8	7	7			7			6			7	7	7			7	1			8
2d.	39	13	12	15	8	6	7		7	8			7	8							7½	1	5½	1	
3d.	44	14	11	15	7	4	7		6	7	7		7	7	8						6½	1	6	1	
4th.	45	6	5	15	8	7	7		7	8		7	6								7	1	5½	2	8
5th.	47	9½	6½	15	7	4	7		7	8	6		6								6½	2	5½	2	
" 2d Div	57	5	4	14½	7	5	8		5	7	5		8	8							6½				
Average.	38	12½	10	15½	7½	5½	7½		6½	6½	6½	7½	6½			7	7½				6½		6½		8

369 on Record. 12 per cent. of absentees.

NO. 48, TWENTIETH WARD. EXAMINED APRIL 12.

1st.	19	12	10½	16	8	7	7		5		7		5	7	6						6½	1	6½	1	7
" 2d D.	25	8	6	14	8	6	8		7	8	8	7	7								7½	1	4½	2	8
2d.	32	9	7	13	7	6	6		6	7	7	5	5	6							6½	2	6	3	4
3d.	32	8	5	13	8	8	7		7	7	8	8									7½	2	5	4	5
" 2d D.	50	6	5	12	8	8	6		6	7	8	6									7	3	7½	3	5
4th.	32	5	4	12	8	6	6		5	7	8	5									6½	4	7½	3	4
" 2d D.	38	6	3	11	8	8	8		7	8	8										7½	4	7½	1	4
5th.	44	4	3	10	8	8	7	8	6	8											7½	4	6½	5	4
" 2d D.	52	6	4	10	7	8	5	8	6	8											7	5	6½	5	5
Average.	36	7	5½	12½	7½	7½	6½	8	6½	7½	7½	6½	6	6							7		6½		4½

394 on Record. 25 per cent. of absentees.

NO. 49, TWENTY-FIRST WARD. EXAMINED APRIL 21.

1st.	17	11	11	14	8	8	7		7		6		6	7	6						6½	1	6½	1	7
2d.	31	7½	7	13	8	8	8		6	6	7		8								7½	2	7½	2	7
3d.	20	6½	5½	12	8	7	6		7	7	6	8									7	3	5	3	6
4th.	27	6	6	11	7	7	6		7	7	7	8									7	4	6½	4	6
5th.	27	8	7	11	8	7	6		6	7	5										6½	4	6	5	6
" 2d D.	40	6½	6	10½	7	8	6	8	7	6											6½	5	6½	5	6
6th.	24	5½	5	10	7	8	6	7	7	7											7	5	7½	5	6
" 2d D.	34	5½	5	10	6	8	6	7	7	6											6½	5	6		
Average.	29	7	8½	11½	7½	7½	6½	7½	6½	6	7½	7									6½		6½		

310 on Record. 8 per cent. of absentees.

NO. 50, EIGHTEENTH WARD. EXAMINED MARCH 30

CLASS.	On Record	Av. Months in Class	Av. Attend. for Mo.	Av. Age of Pupils	Reading	Spelling	Definition	Tables	Arithmetic	Geography	Grammar	History U. S.	Astronomy	Algebra	Eng. History	Geometry	Nat. Phil.	Greek Lit.	Trigonometry	Average	Grade	Av. Prev. Exam	Grade Prev. Exam	Penmanship	Drawing	Musical	Int.	Order
1st.....	24	11	10	16	8	8	6		7	8	8	8			7	8	8			7.9	1	7	1	8			8	8
" 2d Div.....	18	11	10	15	8	6	6		6	6	7	7								6.6	1	7	1	7			8	8
2d.....	32	11	9	15	7	7	7		8	8	7	7								6.8	1	5	1	7			8	8
" 2d Div.....	26	9	8	14	7	7	7		7	8	8	6								6.8	1	5	1	7			8	8
3d.....	51	8	7	13	8	7	6		7	7	7	7								7.1	3	7	3	7			8	8
" 2d Div.....	49	9	7	13	8	7	6		6	7	7	7								6.9	3	7	3	7			8	8
" 3d Div.....	44	9	7	12	8	8	7		6	7	7	7								7.4	3	7	3	7			8	8
4th.....	42	9	7	12	8	8	7		6	7	7	7								7.6	3	7	3	7			8	8
" 2d Div.....	41	9	8	11	8	8	7		7	7	7	7								7.6	4	7	4	7			8	8
5th.....	54	5	5	11	8	8	7		7	7	7	7								7.4	4	7	4	7			8	8
" 2d Div.....	51	3	3	11	8	8	7		7	7	7	7								7.4	4	7	4	7			8	8
" 3d Div.....	50	4	3	11	8	8	7		7	7	7	7								7.3	5	7	5	7			8	8
Average.....	40	8	7	13	7.8	7.3	6.4	8	6.8	6.4	7.6	6.4	7.7							7.4		6.1	6.1				3	3

485 on Record. 13 per cent. of absentees.

FEMALE DEPARTMENTS.

NO. 1, FOURTEENTH WARD EXAMINED DECEMBER 10.

CLASS.	On Record.	Av. Months in Class.	Av. Attend. for Mo.	Av. Age of Pupils.	Reading	Spelling	Definitions.	Tables.	Arithmetic.	Geography.	Grammar	History U. S.	Astronomy	Punctuation.	Roman Numbers.	Average	Grade	Av. Prev Exam	Grade Prev. Exam.	Drawing	Music.
1st.....	15	24		14	7	5	4		3	3		3				31	3	51	2	1	4
2d.....	30	14			6	7	5		3	3	8					41	5	41	4		6
3d.....	24	5		12	6	8	6	6	5	6						61	5	41	6		6
4th.....	36	8	5	10	5	6	5	5	2	3						41	7	51	7		6
Average.....	27				6	61	5	51	21	41	41	1				41		41			6

105 on Record.

NO. 2, EIGHTH WARD. EXAMINED FEBRUARY 10.

1st.....	11	10		13	8	4	7		5	6	7	7	3	4		61	1	6	3	6	7	8
2d.....	10	6		12	6	5	4		4	6	7	6				51	4	61	4		6	
3d.....	15	10	10	10	5	4	4	8	5	4						5	5	51	5		6	
4th.....	48	101	10	11	6	2	5	7	3	7						5	6	61	6		6	
Average.....	21	9		111	61	31	5	71	41	51	7	61				51		51			6	

84 on Record.

NO. 6, TWENTIETH WARD. EXAMINED APRIL 10.

MALE AND FEMALE DEPARTMENT.

1st.....	3	9	8	14	6	6	6		6	7	5	7				61	1	61	3	6	7
*2d.....	4	7	5	18														51	3		
" 2d Div.....	11	7	6	13	6	6	2		4	7	6					51	4	71	6		6
3d.....	18	15		10	6	6	6	6	7				3	8		6	4P.	61	3P.		6
4th.....	32	10		9	7	7	6		6				3	6		51	5P.	41	5P.		6
5th.....	38	6		6	7	7	4		4					3		5	5P.	3	5P.		6
Average.....					61	61	41		51	7	51					51		6			7

106 on Record

* Examined with First Class.

NO. 1, FOURTH WARD. EXAMINED JANUARY 10.

PRIMARY DEPARTMENT.

CLASS.	On Record	Av Attend. for Mo.	Av Months in Chm.	Av Age of Pupils	Reading	Spelling	Definitions.	Tables	Arithmetic	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av Prev Exam	Grade Prev Exam.	Drill
1st.....	26	24	6	8 $\frac{1}{2}$	7	8	8	7	5	7	8			7 $\frac{3}{4}$	1	6 $\frac{1}{2}$	1	8
2d.....	33	29	5	8 $\frac{1}{2}$	6	8	7	6	5	7	7			7	2	6	2	8
3d.....	33	31	6	8	5	6	4	5			7		7	5 $\frac{1}{2}$	3	4	4	8
" 2d Div.....	40	37	3 $\frac{1}{2}$	7	6	8	8	4	Num		7		8	6 $\frac{1}{2}$	3	3 $\frac{1}{2}$	4	8
4th.....	45	40	4 $\frac{1}{2}$	7	8	8	8	7	7		7		8	7 $\frac{1}{2}$	4	5	4	8
5th.....	152	140	2	5 $\frac{1}{2}$	7	7	6					7	6	6 $\frac{1}{2}$	5	4 $\frac{1}{2}$	5	8
" 2d Div.....					Alph	6	5						8	6	5	5	6	8
Average...			4 $\frac{1}{2}$	7 $\frac{1}{2}$	6 $\frac{1}{2}$	7 $\frac{3}{4}$	6 $\frac{1}{2}$	6 $\frac{1}{2}$	6 $\frac{1}{2}$	7	7 $\frac{1}{2}$	7	7	7 $\frac{1}{2}$	5		7 $\frac{1}{2}$	

329 301 9 per cent. of absentees. At prev. Exam., 17 pr. cent

NO. 2, SEVENTH WARD. EXAMINED JANUARY 25.

PRIMARY DEPARTMENT.

1st.....	47	40	5	9	6	6	6	7	7	4	8			6 $\frac{1}{2}$	1	6 $\frac{1}{2}$	1	8
2d.....	57	48	5	9	7	7	6	8	5	6	8			6 $\frac{1}{2}$	2	5 $\frac{1}{2}$	2	8
3d.....	68	56	5	8	7	7	6	8	5		8	8		7 $\frac{1}{2}$	3	5 $\frac{1}{2}$	3	8
4th, 1st Div.....	68	56	8	8	7	5	5	8			7	8		6 $\frac{1}{2}$	3	6 $\frac{1}{2}$	4	8
" 2d ".....	72	60	4	6	6	7	6	8	Num		8	7		7	4	7	5	8
5th, 1st ".....	61	60	2 $\frac{1}{2}$	6	7	8	8		6		6	8	8	7 $\frac{1}{2}$	5	6 $\frac{1}{2}$	5	8
" 2d ".....	59	52	3	5	8	8	8		6		7	8	8	7 $\frac{1}{2}$	5	6 $\frac{1}{2}$	5	8
" 3d ".....	62	59	3 $\frac{1}{2}$	5	8	8	8		6			7	7	7 $\frac{1}{2}$	5	5 $\frac{1}{2}$	5	8
" 4th ".....	78	73	3	5	Alph	8	8		5			6	5	6 $\frac{1}{2}$	5		6	8
Average.....			4 $\frac{1}{2}$	6 $\frac{1}{2}$	6 $\frac{1}{2}$	7 $\frac{1}{2}$	6 $\frac{1}{2}$	7 $\frac{1}{2}$	5 $\frac{1}{2}$	5	7 $\frac{1}{2}$	7 $\frac{1}{2}$	7 $\frac{1}{2}$	6 $\frac{1}{2}$		6 $\frac{1}{2}$		8

572 50 412 per cent. of absentees. At prev. exam. 11 per cent

NO. 3, NINTH WARD. EXAMINED NOVEMBER 1.

PRIMARY DEPARTMENT.

1st.....	64	54	5 $\frac{1}{2}$	9 $\frac{1}{2}$	7	7	6	8	6	6	8			6 $\frac{1}{2}$	1	7	1	8
2d, 1st Div.....	69	58	5 $\frac{1}{2}$	9	6	6	5	8	7	5	8			6 $\frac{1}{2}$	1	6 $\frac{1}{2}$	1	8
" 2d ".....	80	69	5	8	7	8	8	7	5	7	6			6 $\frac{1}{2}$	2	6 $\frac{1}{2}$	2	8
3d, 1st ".....	77	65	5 $\frac{1}{2}$	8 $\frac{1}{2}$	6	6	6	7	4		8	7		6	2	7 $\frac{1}{2}$	3	8
" 2d ".....	92	77	3	8	7	8	7	7	Num		7		8	7 $\frac{1}{2}$	3	6 $\frac{1}{2}$	4	7
4th.....	111	87	5	7 $\frac{1}{2}$	6	6	5	5	6				6	5 $\frac{1}{2}$	4	6 $\frac{1}{2}$	4	7
5th, 1st Div.....	108	85	3 $\frac{1}{2}$	7	5	6	6					5	5	5 $\frac{1}{2}$	5	7 $\frac{1}{2}$	5	8
" 2d ".....	144	145	3 $\frac{1}{2}$	6	Alph.	6	6	5	5				5	5 $\frac{1}{2}$	5	6	5	7
Average.....			4 $\frac{1}{2}$	8	6 $\frac{1}{2}$	6 $\frac{1}{2}$	6	6 $\frac{1}{2}$	5 $\frac{1}{2}$	6	7	5	6 $\frac{1}{2}$	6 $\frac{1}{2}$		6 $\frac{1}{2}$		7 $\frac{1}{2}$

785 640 18 per cent. of absentees. At prev. exam., 23 pr. cent

NO. 4, THIRTEENTH WARD. EXAMINED FEBRUARY 24.

PRIMARY DEPARTMENT.

CLASS.	On Record.	Av. Attend. for Mo.	Av. Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.	Drill.	Order.
B.....	37	32	6	10	6	7	6	7	■	4	7			6½	1	5½	1	7	■
G.....	42	33	7	8	6	8	8	8	6	4	7			6½	1	6	1	7	
B.....	37	32	5	8	5	7	6	9	5	4	7	6		6	2	5½	1	7	
G.....	37	29	7	8	5	7	6	6	6	6	7	6		6	2	5½	1	7	
B.....	36	25	5	9	6	8	7	6	5	4	8			6½	2	5½	2	7	
G.....	47	32	5	9	6	7	6	4	4	3	8			5½	2	6	2	6	
B.....	98	70	8	5	8	8	8	6			6	7	7	7½	4	6½	4	8	
G.....	91	70	7	6	8	8	8	8			6	7	8	7½	4	6½	4	8	
2 B.....	95	73	9	5	5	7	5	5			4		6	5½	4	5½	5	8	
" G.....	91	45	6	8	5	7	5	5	Num.		4		6	5½	■	6	5	8	
3d Div.....	57	50	3½	7	8	7	7		6		7	7	7	7	■	5½	5	8	
1st ".....	96	42	5	4	6	6	6		5				5	5½	5	5½	5	8	
2d ".....	129	80	6	6	6	6	6		5				5	5½	5	5½	5	8	
Age.....			7½	7½	6½	7½	6½	6½	5½	4	6½	6½	6½	6½		5½		7½	

904 613 32 per cent. of absentees. At prev. exam. 26½ pr. cent.

NO. 5, FOURTEENTH WARD. EXAMINED DECEMBER 1.

PRIMARY DEPARTMENT.

.....	55	41	4½	9	6	8	7	7	4	7	8			7½	2	5½	2	8	■
.....	64	44	5	8	5	6	5	3	2	5	4			4½	2	5½	2	5	
1st Div.....	69	58	4½	8	5	7	5	6			4		7	5½	3	4½	4	6	
2d ".....	66	48	2½	7	5	6	5	5	Num.		8		7	6	4	5½	4	6	
.....	96	51	5	7	6	7	6	6	7		6	6	7	6½	4	5½	5	8	
1st Div.....	51	30	2	6	6	6	6		4		6	4		5½	5	4½	5	6	
2d ".....	93	33	3	7	7	7	7		5		7	6	5	6½	5			6	
3d ".....	175	87	3	6	7	6	5		4				5	5½	5	5½	5	7	
Age.....			3½	7½	5½	6½	5½	5½	4½	6	6½	6	5½	5½		5½		7	

609 390 42 per cent. of absentees. At prev. exam. 26½ pr. cent.

NO. 6, TWELFTH WARD (RANDALL'S ISLAND). EXAMINED MAY 12.

PRIMARY DEPARTMENT.

.....	37	21	6	7	6	7	7	7	4	7	6	8		6½	2	5½	2	7	8
.....	48	21	5	7½	6	7	6	7	Num.	7	6	8		6½	3	5½	4	6	
.....	47	45	4	7½	7	8	7	7	7		6	7	8	7½	4	7	4	8	
.....	50	44	■	8	8	8	7		7		7		7	7½	5	4½	8	8	
.....	250	243	6	6½	7	7	7		6			6		6½	5			8	
Age.....			5	7½	6½	7½	6½	7	6	7	6½	7½	7	6½		5½		7½	

439 374 13 per cent. of absentees. At prev. exam. 16 pr. cent.

NO. 7, TENTH WARD. EXAMINED FEBRUARY 14.

PRIMARY DEPARTMENT.

CLASS.	On Record.	Av. Attend. for Mo.	Av. Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.	Drill.
1st.....	85	53	3	10	5	5	4	8	0		4			5	1			8
2d.....	84	56	3	8	6	4	7	7	6	6	7			7	2			8
3d.....	89	57	3	7	5	6	4	5	2	5	4	6		4	3			8
4th.....	84	51	3	6	5	6	5	8			1	6		5	4			8
4th, 2d Div.....	76	41	3	6	7	7	4	6	Num		7	8	7	7	4			8
5th, 1st ".....	88	60	3	5	7	6	8		7		7	7	7	7	5			7
" 2d ".....	94	61	3	4	Alph.	8	8		7			7	8	7	5			8
" 3d ".....	90	68	4	4	8	8			7			7	8	7	5			8
*Average.....			3	6	6	6	6	6	6	6	5	7	7	6				8

590 447 25 per cent. of absenters.

* New Department.

NO. 8, EIGHTH WARD. EXAMINED FEBRUARY 3.

PRIMARY DEPARTMENT.

1st.....	49	41	2	9	6	6	6	7	6	6	8			6	1	6	2	8
2d.....	45	35	3	8	6	7	5	3	7	1	6			5	2	6	2	6
3d.....	62	49	4	8	5	5	4	5	Num		3	6		4	3	7	3	5
4th.....	9	44	3	8	6	6	6		6		5	0	7	6	4	7	4	7
5th, 1st Div.....	78	53	4	6	7	7	8		6		5		7	6	5	6	5	5
5th, 2d ".....	85	53	4	4	Alph.	7	7	8				8	7	7	5	6	5	8
Average.....			3	7	6	6	6	6	5	6	5	5	8	6		6		6

378 275 27 per cent. of absentees. At prev. exam. 22 pr cent.

NO. 10, FIFTEENTH WARD. EXAMINED DECEMBER 21.

PRIMARY DEPARTMENT.

1st.....	50	52	5	10	6	7	5	8	6	7	8			6	1	6	1	8
2d.....	50	45	6	8	5	6	5	5	5	3	6			5	2	4	2	6
3d, 1st Div.....	41	35	3	8	6	8	5	6		4	6		8	7	3	4	3	8
" 2d ".....	28	28	4	9	6	8	5	6	Num		2	6	8	7	3	6	4	8
4th.....	64	50	3	6	6	6	5	4	6		5		5	5	4	3	5	7
5th, 1st Div.....	73	60	2	6		6	6		5				5	5	5	5	5	7
" 2d ".....	116	60	4	5	Alph.	6	5	5		4			4	4	5			6
Average.....			3	7	6	6	6	5	5	6	6		6	6		5		7

437 348 20 per cent. of absentees. At prev. exam. 25 pr. ce

NO. 11, SIXTEENTH WARD. EXAMINED MARCH 7.

PRIMARY DEPARTMENT.

CLASS.	On Record.	Av. Attend. for Mo.	Av. Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Average Prev. Exam.	Grade Prev. Exam.	Yr.
1st, Girls.....	88	80	5	10	8	8	8	8	8	7	8			74	1	74	1	8
" Boys.....	95	88	4	11	8	8	7	7	8	7	8			74	1	74	1	8
2d, Girls.....	72	68	5	10	8	8	8	8	8	8	8			8	1	74	1	8
" Boys.....	70	66	4	10	7	7	7	6	8	8	8			74	1	74	1	8
3d, Girls.....	74	71	5	9	6	8	8	7	8	7			7	74	2	74	2	8
" Boys.....	72	64	5	9	6	6	8	7	8	7			7	74	2	64	2	8
4th, Girls.....	90	84		6	6	6	6	8	8					7	3	84	3	8
" Boys.....	75	70	6	7	7	7	8	8	8	6	6	8	8	74	3	64	3	8
5th, Girls.....	77	74	4	6	8	8	8		8	8	8	8	8	8	4	74	4	8
" Boys.....	77	73	5	6	8	8	7		7			8	7	74	4	74	4	8
" 2d Div., Girls	119	100	4	5	Alph	7	7	7		7			6	64	5	5	5	8
" " Boys....	125	118	5	5	7	7	7						6	64	5	5	5	8
Average.....			4	7	6	7	7	7	7	7	7	8	7	74	7			8

1004 934. 7 per cent. of absentees. Av. prev. exam. 16 pr. cent.

NO. 12, SEVENTH WARD. EXAMINED JANUARY 27.

PRIMARY DEPARTMENT.

1st.....	51	40	7	9	7	8	7	8	8	7	8			74	1	84	1	8
2d, 1st Div.....	58	41	5	8	5	7	6	7	5	6	8			6	2	34	2	7
" 2d ".....	60	45	3	8	5	6	5	5		6	6	6	6	54	3	54	3	5
3d, 1st ".....	50	45	4	8	6	7	5	5	6	8	7	6	6	6	3	4	4	6
" 2d ".....	54	50	3	7	6	7	4	4		7	7	6	6	54	4	54	4	6
4th, 1st ".....	51	43	8		6	8	8	7		5	6	8	6	64	4	64	5	8
" 2d ".....	63	49	5		6	6	5			4				54	4	74	5	8
5th, 1st ".....	53	33	4		4	5	4					6		44	5	3	5	8
" 2d ".....	143	100	3		Alph	6	6		Nam			5	0	54	5			5
Average.....			4		5	6	5	6	5	6	6	6	6	54	5			6

583 445 23 per cent. of absentees. Prev. exam. 17 pr. cent.

NO. 13, SEVENTEENTH WARD. EXAMINED MARCH 17.

PRIMARY DEPARTMENT.

CLASS.	On Record.	Av. Attend. for Mo.	Av. Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Previous Exam.	Grade Prev. Exam.	Ratio
1st.	48	46	9	9	6	7	6	7	7	7	8			64	1	63	1	8
2d.	49	47	6	8	6	7	7	6	3	6	6			54	2	54	2	7
3d.	50	45	5	7	6	6	7	5	3	3	7			52	2	53	2	6
4th.	60	58	8	8	7	7	7	4	3	7	7			64	3	59	3	8
" Boys.	41	37	6	6	6	7	6	7			8	8	7	7	4	75	4	8
" Girls.	38	35	6	6	6	6	5	6	Num.		8	8	6	6	4	75	4	8
5th, Boys.	63	60	3	7	6	6	7	6	6	6	6	6	6	6	5	74	5	8
" Girls.	90	87	3	8	7	7	8		6		7	7		7	5	58	5	8
" 2d Div., Boys.	128	108	4	6	7	8			8		7	8		7	5	54	5	6
" " Girls.	123	102	4	6	7	8			8		7	8		7	5			8
Average.			5	6	6	6	6	5	5	5	7	7	7	6	1	62	7	

690 625 11 per cent. of absentees. Prev. exam. 9 per cent.

NO. 15, ELEVENTH WARD. EXAMINED FEBRUARY 16.

PRIMARY DEPARTMENT.

1st.	45	33	5	11	6	7	7	7	6	6	8			64	1	57	1	8
2d.	56	31	2	11	6	5	4	5	4	5	8			54	1	54	2	8
3d, 1st Div.	52	30	2	9	6	6	5	6	5	6	8			6	2	57	3	7
" 2d "	72	50	5	8	6	6	5	6	1	8	8			6	3	63	3	7
" 3d "	66	47	5	10	6	5	5	3	3	7				4	3	74	4	5
4th, 1st "	61	33	2	9	7	7	7	7	Num.	6	7			6	4	54		8
" 2d "	63	38	2	8	6	5	7	5	7	6	7			6	4	61		8
" 3d "	80	62	2	7	6	6	6	5	7		7	8		6	4	78		7
5th, 1st "	81	73	2	6		7	7		5		7	5		6	5	54		8
" 2d "	139	93	8	5	Alph.	7	7	7	8		7	6		7	5	54		8
Average.			3	8	6	6	5	5	5	5	7	7	8	5		61		7

710 493 31 per cent. of absentees. Prev. exam. 36 per cent.

NO. 16, NINTH WARD. EXAMINED NOVEMBER 4.

PRIMARY DEPARTMENT.

1st.	53	40	4	9	7	8	8	7	6	6	7	8		7	1	63	1	7
2d.	53	40	5	9	7	8	8	7	6	5	7	7		7	2	64	3	7
3d.	61	53	5	8	7	8	6	6			7	7	8	7	3	71	3	8
4th, 1st Div.	48	38	4	7	7	8	7	5			6	8		6	1	59	4	8
" 2d "	46	40	4	6	7	5	5				5	6		5	3			6
5th.	89	76	4	5	Alph.	7	7	6			5	6		6	5	64	5	6
Average.			4	7	7	7	6	6	6	5	6	7	6	6		62		6

350 286 18 per cent. of absentees. Av. prev. exam. 19 per cent.

NO. 17, TWENTY-SECOND WARD. EXAMINED APRIL 29.

PRIMARY DEPARTMENT.

CLASS.	On Record.	Av Mos in Attend.	Av Mos in Class	Av Age of Pupils.	Reading	Spelling.	Definitions.	Tables	Arithmetic.	Geography	Punctuation.	Common Things.	Roman Numbers.	Average Grade.	Av Prev. Exam.	Grade Prev. Exam.	Drill.	Order.
Boys.....	50 47	6 1/2	10 1/2	6 1/2	6	5	8	8	5	4				5 1/2	5 1/2		6	3
Girls.....	55 44	7	9	6 1/2	6	4	8	7	4	7				6 1/2	5 1/2		7	
Boys.....	63 50	6	10	6 1/2	6	5	8	8	5	4				5 1/2	6 1/2		6	
Girls.....	39 32	6	8 1/2	6 1/2	6	4	7	8	5	7				5 1/2	6 1/2		6	
Boys.....	57 41	7	8 1/2	6 1/2	6	5	8	8		6	7			6 1/2	5 1/2		6	
Girls.....	63 48	4	8 1/2	6 1/2	7	5	8	8		3	7			5 1/2	5 1/2		6	
2d Div., Boys..	57 44	4	8	5 1/2	4	3	4			4		4		4 1/2	5 1/2		4	
3d " ".....	76 73	4 1/2	9	6	8	8	7	7		6	7			7 1/2	5 1/2		8	
1.....	39 31	5	6	5 1/2	6	5		4		6		4		5 1/2	5 1/2		7	
2.....	75 60	4	7	7 1/2	7	8		6		7		7		7 1/2	6		8	
1.....	46 40	5	6	3 1/2	6	4		4		6		5		4 1/2			5	
2.....	83 63	3	5	8	7	5		3						5 1/2			8	
Age.....			5 1/2	7 1/2	5 1/2	6 1/2	5 1/2	6 1/2	5 1/2	3 1/2	5 1/2	7	5	5 1/2	5 1/2	6 1/2		

701 561 20 per cent. of absentees. At prev. exam. 23 per cent.

NO. 18, NINETEENTH WARD EXAMINED NOVEMBER 4

PRIMARY DEPARTMENT.

.....	79 50	6	9	6 1/2	7	6	6	6	7	8				6 1/2	7 1/2	1	8	6
.....	89 60	6	8	6 1/2	6	5	6	6	7	8	8			6 1/2	6 1/2	2	7	
Boys.....	72 60	6	8	6 1/2	5	4	5	4	6	8	8	6		5 1/2	6 1/2	3	6	
Girls.....	47 30	5	8	6 1/2	5	4	5	7	7	8	8	7		6 1/2	6 1/2	3	7	
1st Div.....	51 40	5	7	6 1/2	7	8		8		8	8	8		7 1/2	6 1/2	4	8	
2d ".....	55 48	5	7	6 1/2	7	8		8		8	8	8		7 1/2	7 1/2	5	8	
1st ".....	38 30	6	7	6 1/2	7	8		8		8	8	8		7 1/2			8	
2d ".....	84 60	6	5	6 1/2	6	6		6			7	5		6 1/2			8	
3d ".....	133 90	6	5	6 1/2	6	6		8			7	5		6 1/2			8	
Age.....			6 1/2	7 1/2	6 1/2	6 1/2	5 1/2	7 1/2	6 1/2	8	7 1/2	6 1/2	6 1/2	6 1/2	6 1/2	7 1/2		

648 474 26 per cent. of absentees. Av. prev. exam. 32 pr. cent.

NO. 19, SEVENTEENTH WARD. EXAMINED MARCH 22.

PRIMARY DEPARTMENT.

CLASS	On Record.	Av Mos. in Attend	Av Months in Class	Av Age of Pupils,	Reading	Spelling	Definitions	Tables	Arithmetic	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Previous Exam.	Grade Prev Exam	Drill.	Notes.
1st.....	33 27	5 10	7	7	7	7	8	7	6	3				7 1	1	6 1	1	8	8
2d.....	42 31	5 10	7	7	7	6	8	7	8	1				7 2	1	6 1	1	8	
" 2d Div.....	40 37	4 8 1/2	7	8	8	6	7	5	6	8				6 2	2	7 2	2	8	
3d.....	41 13	6 9	8	8	8	8	6	5		8	7	7		7 2	2	6 2	2	8	
4th.....	73 56	5 9	7	8	8	8	7			9	7	7		7 1	1	7 8	3	8	
" 2d Div.....	59 45	4 7	8	8	8	8		8	8	8	8	8		8 4	4	7 4	4	8	
5th, 1st "	90 81	5 5	8	8	8	8		8		8	8	8		8 5	5	6 1/2	5	8	
" 2d "	136 91	5 5	8	8	8	8		5		8	7	6		7 5	5	6 1/2	5	8	
" 3d "	163 93	7 5	8	8	8	8		5			7	6		7 5	5			8	
Average.....		5 7 1/2	7 1/2	7 1/2	7 1/2	7 1/2	6 1/2	6 1/2	6 1/2	7 1/2	7 1/2	7 1/2		7 1/2		6 1/2		8	

687 494 20 per cent. of absentees. Prev. exam. 22 pr. ct.

NO. 20, TENTH WARD. EXAMINED NOVEMBER 12.

PRIMARY DEPARTMENT.

1st, Boys.....	40	38	6 1/2	8 1/2	6	7	6	7	7	7	7		6 1/2	1	5 1/2	1	8	8
" Girls.....	34	31	5 1/2	9 1/2	6	7	6	7	7	7	7		6 1/2	1	5 1/2	1	8	
2d, Boys.....	41	38	5 1/2	8 1/2	7	8	8	8	8	7	8		7 1/2	1	6 1/2	2	8	
" Girls.....	59	40	5 1/2	8 1/2	6	8	8	7	7	7	8		7 1/2	1	6 1/2	2	8	
3d, Boys.....	56	50	6	8	7	8	8	7	6	7	8		7 1/2	2	5 1/2	3	8	
" Girls.....	65	57	6	8	6	8	8	6	5	7	8		6 1/2	2	5 1/2	3	8	
" 2d, Boys.....	90	69	7	9	6	7	6	7	6		8	6	6 1/2	3	5 1/2	4	7	
" " Girls.....	74	65	5	7 1/2	6	7	6	6	5		7	7	6 1/2	3	5 1/2	4	7	
4th, Boys.....	81	77	6 1/2	7	4	4	3	4	6	5	5	6	4 1/2	4			6	
" Girls.....	98	85	4 1/2	7	3	7			4	6			5	4			7	
5th, Girls.....	124	95	4 1/2	6	5	5	4		5				4 1/2	5	5 1/2	5	7	
" Boys.....	137	110	5 1/2	6	5	5	4	6					5	5	5 1/2	5	7	
Average.....		5 7 1/2	8	6 1/2	6 1/2	6 1/2	6 1/2	6	7	7 1/2	5	7	6 1/2	5 1/2	7 1/2	7 1/2	7 1/2	

908 764 16 per cent. of absentees. Prev. exam. 24 pr. ct.

NO. 31, FOURTEENTH WARD. EXAMINED DECEMBER 6.

PRIMARY DEPARTMENT.

CLASS	On Rcd.	Av. Mos. in Attend.	Av. Months in Class	Av. Age of Pupils	Reading.	Spelling	Definitions.	Tables	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av Prev Exam.	Grade Prev Exam.	Drill.	Order.
.....	4030	2½	9		5	6	5	6	5	6	7			55	3	6½	1	8	6
.....	3929	2½	8½		4	6	5	6	5	6	6			53	3	5½	2	8	
.....	5537	2	8		4	7	4	4			7		6	5½	3	5½	3	6	
.....	5434	2½	7		6	7	5	5	6		6		7	6	4	7	4	7	
1st Div.....	9332	4	6		Alph	8	6	5	4					53	5	6½	4	6	
2d ".....	10659	4	6			7	6	5						6	5	6½	5	6	
Age.....			3½	7½	5½	6½	4½	5½	5	6	6½		6½	5½	6		6½		

387 221 43 per ct. of absentees. At prev. exam. 27 per ct.

NO. 32, ELEVENTH WARD. EXAMINED NOVEMBER 29.

PRIMARY DEPARTMENT.

.....	4537	2½	10		6	7	6	6	5	6	8			63	1	6½	1	7	
.....	3732	3	9		6	6	4	5	4	6	7			53	2	4½	2	6	
.....	4938	4	8		6	5	4		5		8	5	8	53	3	5½	4	6	
.....	5240	4	7		5	5	4				6	4	6	5½	4	6½	4	6	
1st Div.....	6454	3½	6		5	5	6				6	7	5	5½	4	5½	4	7	
2d ".....	9271	9	0			5	5		5		7	5		53	5	6½	5	7	
3d ".....	7566	4	5		Alph	7	6	4	5				5	53	5	4½	5	7	
Age.....	10269	4			7	6	4		5					53	5			7	

516 407 21 per ct. of absentees. At prev. exam. 19 per ct.

NO. 23, SIXTH WARD. EXAMINED JANUARY 18.

PRIMARY DEPARTMENT.

CLASS.	On Record.	Av. Attend. for Mo.	Av. Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.	Drill.	Order.
1st	50	45	6	9½	6	7	6	7	3	5	7			58	2	5½	2	7	6
2d	51	47	6	8	6	7	5	8	4	5	7	5		5½	2	4½	3	6	
3d	50	42	3	8	6	6	5	6			6	7		6	3	4	4	6	
4th	109	78	4	7	6	7	6	7			6	7	6	6½	4	3½	4	6	
5th, 1st Div.	64	46	2	1	6	6	5		4			6		5½	5	5½		5	
" 2d "	71	68	3½	5	Alph 7	7	6		4					6	5	4½	5	7	
Average			4	7	6½	6½	5½	7	3½	5	6½	6	6½	6	4½		5½		

414 326 21 per ct. of absentees. Av. prev. exam. 28½ pr. ct.

NO. 24, SIXTH WARD. EXAMINED JANUARY 20

PRIMARY DEPARTMENT.

1st	64	46	9	9½	5	7	5	7	4	5	7			58	1	5½	1	7	6
2d	60	40	4½	8	6	7	5	8	6	6	7			6½	2	3½	2	7	
3d	71	50	3	7	6	7	6	8			5	8		6½	3	5½	3	7	
4th	40	33	2	5	7	6	6		7		5	6		6½	4	6	4	8	
5th	90	67	2	8	5	6	6		7		5	7		6	5	5½	5	8	
6th	142	102	3	5	Alph 7	6	6		6			5		6	5	5	5	6	
Average			3½	6½	6	6½	5½	7½	6	5½	5½	6½	6½	6	5½		6½		

470 347 25 per cent. of absentees. At prev. exam. 26 pr. ct.

NO. 26, FOURTH WARD. EXAMINED JANUARY 11.

GRAMMAR SCHOOL.*

CLASS.	On Record.	Av. Mos. in Attend.	Av. Mos. in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.	Drill.
.....	12 9	10	11	6	8	7	6	6	6	6	6	6	6	6	4G.	5	4G.	7
.....	23 22	3	9	6	7	6	7	4	5	5	7			6	1P.	3	1P.	6
.....	22 18	3	7	6	7	5	5		5	5	5			5	3	4	4	6
.....	18 12	2	6	5	6	5	5			7	7		6	5	3	5	4	6
.....	18 14	4	8	6	8	6	6	6	7	8	8			6	3	6	3	6
Boys ..	15 12	1	9	6	6	7	7	6	6	6	5	C. Th.	8	6	2	6	3	6
" ..	28 25	3	8	7	6	6	6			7	7	8	7	6	3	5	4	8
" ..	13 11	2	7	6	6	5	4			6	6	8	4	5	3	5	4	8
" ..	20 17	2	6	7	6	6	6		Num.	7	7	8	7	6	4	8	4	8
st Div ..	36 35	2	6	5	5	5		4		4	4	6	4	5	5	5	4	8
d " ..	27 22	3	5	7	6	6		4				6	4	5	5	6	5	8
Girls ..	16 13	9	7	6	6	5	4			6	6	6	4	5	3	6	5	8
" ..	36 28	8	7	6	6	6				5	5	6	5	5	4	4	5	8
st Div ..	33 19	4	6	5	5	5		4		4	4	6	4	4	5	5	5	8
d " ..	46 30	4	5	7	6	6		4				6	4	5	5	6	5	8
ge ..		4 1/8	7 1/8	6 1/8	6 1/8	5 1/8	5 1/8	4 1/8	4 1/8	5 1/8	6	6	5 1/8	5 1/8		5		7 1/8

364 287 20 per cent. of absentees. Prev. exam. 26 pr. ct.

* In reality but a Primary School, although numbered as a Grammar School.

NO. 26, FOURTH WARD. EXAMINED JANUARY 12.

PRIMARY DEPARTMENT.

.....	29 18	4	9	5	6	5	6	6	5	7			6	2	5 1/2	1	6
.....	28 17	4	9	5	6	5	4	3		7			7	5 1/2	3	5 1/2	6
.....	25 20	3	8	5	7	6	6			8		6	7	6 1/2	3	3 1/2	6
.....	33 22	3 1/2	6	4	4	6	5					6	5	5	5	5 1/2	6
Div ..	29 18	4	5	5	6	7		Num.				6	4	5 1/2	5	4 1/2	5
" ..	46 28	4	5 1/2	6	6	7		4				6	4	5 1/2	5	4 1/2	6
" ..	33 18	3 1/2	5	6	7	7						6	4	6	5	4 1/2	6
d " ..	66 42	3	5	5	5	5								5	5	4 1/2	6
ge ..		3 1/8	6 1/8	5 1/8	5 1/8	6 1/8	5 1/8	3 1/8	5	7 1/8	6	6	5 1/8	5 1/8		4 1/8	6 1/8

289 183 36 per cent. of absentees. At prev. exam. 23 1/2 pr. ct.

NO. 27, FOURTH WARD. EXAMINED JANUARY 12.

GRAMMAR SCHOOL.*

CLASS.	On Record.	Av. Mon. in Attend.	Av. Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.	Drill.
1st.....	32	15	5	10	5	8	5	8	3	6	7			53	IP.	61	5G.	7
2d.....	27	15	4	8½	5	7	6	7		7	6			6½	3	4½	2P	7
3d, Boys.....	26	18	6	11	5	7	8	6		8	6			6	3	4½	3	7
" Girls.....	21	13	4	8	5	6	5	5			4	7		5½	3	3½	2	8
4th, Boys.....	15	12	6	9	5	6	6				7	7		6½	4	2½	4	7
" Girls.....	15	14	6	8	5	6	6	7			7	8		6½	4	5½	3	7
" ".....	6	4	2	7½	6	6	6		Num.	7				6½	4	5½	3	7
" Boys.....	15	11	6	8	5	6	5		5	5		5		5½	4	5½	4	8
" Girls.....	20	15	5	7	7	7	7			6		8		6½	4	5½	4	8
5th, Boys.....	19	15	6	7	5	7	6		5			5		5½	5	8	5	8
" Girls.....	12	10	5	6	5	7	6		5			5		5½	5	4	5	8
" Boys.....	73	60	4	5	7	7	7		4			3		5½	5	5½	5	8
" Girls.....	20	18	4	6	4	7	5		5			5		6½	5	6	5	8
" ".....	55	45	4	5	7	8	7		4			4		6	5	5½	5	8
Average.....			4½	7½	5½	6½	5½	6½	4½	6½	6½			5½	5½	5		7½

356 263 26 per cent. of absentees. Prev. exam. 30 pr. cent.

* In reality but a Primary School, although numbered as a Grammar School.

NO. 28, TWENTY-SECOND WARD. EXAMINED MAY 9.

PRIMARY DEPARTMENT.

1st.....	49	48	3½	9	5	7	7	8	5	8	8	8		6½	1	8	1	8	6
2d.....	46	41	3	8	5	7	7	7	6	4	8	8		6½	2	6½	2	7	
" 2d Div.....	35	34	3½	8	6	7	6	0	4	6	7	8		6½	2	4½	3	7	
3d, 1st ".....	65	48	3½	8	5	7	7	6	6	7	8	8		6½	2	5½	3	8	
" 2d ".....	86	62	5	9	4	8	3	3			4		4	4	3	7	4	4	
4th, 1st.....	145	107	4	7	7	8	7		7	7	8	8		7½	4	7½	5	7	
" 2d.....	119	88	2	7	4	6	4		5		7	6		5½	4	5	5	7	
5th, 1st.....	64	48	3	6	5	7	5		8		7	6		6	5	6½	5	8	
" 2d.....	110	58	2	5	7	6	6				7	5		6½	5			8	
" 3d.....	136	50	5	5	7	6	6				7	5		6½	5			8	
Average.....			3½	7½	5½	6½	5½	6½	5½	5½	7	7½		5½	6½	6		7½	

855 562 32 per cent. of absentees. Prev. exam. 43 pr. cent.

NO. 29, FIRST WARD. EXAMINED DECEMBER 22.

PRIMARY DEPARTMENT.

CLASS.	In Record.	A. Mos. in Attend.	A. Months in Class.	A. Age of Pupils.	Reading	Spelling	D. Sections.	Tables.	Arithmetic.	Geography	Punctuation.	Common Things.	Roman Numbers.	Average	Grade	Av Prev. Exam.	Grade Prev. Exam.	Drill.
Boys.....	36 25	3	10	6	7	5	7	4	6	7			6	1	53	1	7	8
Girls.....	45 31	3	10	5	7	5	7	5	6	6			5	1	60	2	7	8
Boys.....	71 50	3	9	5	6	5	4	2	6	7			5	3	44	3	6	8
Girls.....	43 32	3	9	6	6	5	4	2	6	6			5	3	60	3	6	8
I Div., Boys.....	59 48	3	8	6	5	3	5	2	6	7			4	3	55	3	6	8
" Girls.....	76 50	3	8	4	6	4	3	2		6			7	5	60	4	6	8
st Div.....	65 50	3	8	7	8	8	8			6			6	3	60	4	6	8
d ".....	67 50	3	8	6	8	6	6			5			6	3	44	5	6	8
st ".....	61 50	3	6	8	8	6	6			6			6	4	33	6	6	8
d ".....	78 50	3	6	7	8	6				8			6	4	53	5	6	8
d ".....	107 60	3	6	7	8	6			Num.	8			6	4	44	5	6	8
st ".....	80 60	3	4		4	8			6				7	5			6	8
d ".....	128 97	4	4	Alph	6	7	8						7	5			8	
d ".....	128 95	3	4	6	7	8							7	5			8	
ge.....		3	7	5	7	6	6	3	6	6			7	6	5		7	

1044 757 27 per cent. of absentees. At prev. exam. 364 pr. et.

NO 30, FOURTEENTH WARD. EXAMINED DECEMBER 9

PRIMARY DEPARTMENT.

.....	44 36	4	8	7	8	6	8	7	7	7			7	1	64	1	8	
.....	52 44	4	8	7	7	5	8	7	7	8			7	2	73	2	8	
.....	58 49	4	7	5	6	4	7	6		8			7	3	64	3	7	
st Div.....	54 49	4	7					Num		7			8	4	7	4	8	
d ".....	37 27	3	6	7	6	6		5		6			6	4	7	4	8	
d ".....	36 30	3	6	7	6	6		5		6			6	4	64	5	6	
st ".....	119 93	9	6	Alph	7	6	5						6	5	64	5	8	
d ".....	105 76	6	4	7	6	5							6	5			8	
ge.....		4	6	6	6	5	7	6	7	7			6	6	64		7	

507 404 20 per cent. of absentees. At prev. exam. 28 pr. et.

NO. 31.

PRIMARY DEPARTMENT.

CLASS.	On Record.	Av Attend. for Mo.	Av. Months in Class.	Av Age of Pupils.	Reading.	Spelling.	Definitions.	Table.	Arithmetic.	Geography.	Punctuation.	Construc. Things.	Roman Numbers.	Average.	Grade.	Av. Prev Exam.
1st ..	4731	4	10	6	6	4	6	5	4	5				51	2	51
2d.....	4833	5	8	6	7	6	5	3	5	5				52	3	50
3d.....	6348	4	8	6	7	5	6			7	6	6		6	3	48
4th, 1st Div.....	8857	5	7	5	5	4	4			5	6	6		5	4	48
" 2d "	6250	5	7	7	7	6	7			8	7	7		7	4	7
5th, 1st "	9703	4	6	8	8	8				8	7	5		7	5	6
" 2d "	14987	6	5	Alph 6	7	7					6	3		5	5	5
Average.....		4	7	6	6	6	5	4	4	6	6	5		6		50

552 369 33 per cent. of absentees. At prev. exam. 30

NO. 32, TWENTIETH WARD. EXAMINED APRIL 6

PRIMARY DEPARTMENT.

1st, Boys	4540	6	11	7	8	8	8	7	8	8				74	1	74
" Girls.....	2423	6	9	7	8	8	8	7	8	8				74	1	72
2d, Boys.....	4439	8	9	6	7	7	8	6	8	7				7	1	68
" Girls.....	3541	5	8	6	7	6	8	7	8	7				7	1	58
3d, Boys.....	5343	6	9	7	7	7	8	7	6	8				7	2	74
" Girls.....	6254	5	8	7	7	7	8	6	7	8				7	2	74
" 2d Div., Boys...	7654	6	7	7	7	7	7	6		8	8	7		7	3	74
" " Girls.....	5849	5	7	7	7	7	7	6		8	8	7		7	3	74
4th, 1st "	8154	6	6	7	8	8		8		8	7	7		7	4	74
" 2d "	10991	7	6	7	8	8		8		8	7	7		7	4	68
5th, 1st "	7354	5	5	Alph 8	8	8		8						8	5	8
" 2d "	8264	6	5	8	8	8		8						8	5	
Average.....		5	7	7	7	7	7	7	7	7	7	7		7		7

742 596 20 per cent. of absentees. At prev. exam., 30

NO. 35, FIFTEENTH WARD. EXAMINED FEBRUARY 21.

PRIMARY DEPARTMENT.

CLASS	On Rector	Av Mos In Attend.	Av Months in Class.	Av Age of Pupils.	Reading	Spelling	Definition.	Tables	Arithmetic	Geography.	Punctuation	Common Things	Roman Numbers.	Average	Grade	Av Prev Exam.	Grade Prev. Exam.	Drill	Order
1st.	62 48	8	12	8	8	8	8	8	8	8	8	8	8	8	5G.	64 1	8	8	8
2d.	67 55	8	11	8	8	7	7	7	7	7	8	8	8	7 1/2	1P.	64 1	8	8	8
3d.	71 53	5	8	7	7	6	8	6	8	8	8	8	8	7 1/2	2	64 2	8	8	8
4th	68 53	5	9	7	8	7	8	5	7	8	8	8	8	7 1/2	3	71 4	8	8	8
" 2d Div	47 41	5	8	6	7	7	6	8	8	8	7	6	6	6 1/2	4	64 5	8	8	8
" 3d "	47 41	5	7	8	8	8	7	8	8	8	8	8	8	7 1/2	4	64 5	8	8	8
5th, 1st "	62 14	6	8	8	8	8	8	7	8	8	8	8	8	7 1/2	5	61 5	8	8	8
" 2d "	52 33	4	5	8	8	8	8	7	8	8	7	8	7 1/2	5			8	8	8
Average.			58	8 1/2	7 1/2	7 1/2	7 1/2	6 1/2	7 1/2	7 1/2	7 1/2	7 1/2	7 1/2	7 1/2		61	8	8	8

516 368 28 per ct. of absentees. At prev. exam. 25 pr. ct.

NO. 36, ELEVENTH WARD. EXAMINED NOVEMBER 26

PRIMARY DEPARTMENT.

1st	33 30	3	9	6	17	6	7	8	6	8				64 1	64 1	8	8	8	8
2d.	51 39	3	8	5	6	4	3	1	5	4				42 2	51 2	5	5	5	5
3d, Boys	46 39	3	8	6	7	6	7	5	8	8		7	7	64 3	34 3	8	8	8	8
" Girls.	42 32	3	8	6	6	6	7	5	8	8		7	7	64 3	54 3	8	8	8	8
" 2d Div., Boys	61 35	3	8	7	8	8			8	8		8	8	74 4	54 4	8	8	8	8
" " Girls.	51 37	4	7	7	8	8			8	8		7	7	74 4	54 4	8	8	8	8
4th, 1st Div	61 43	2 1/2	7	7	7	7	7	6	6	7	7	7	7	64 4	64 4	8	8	8	8
" 2d "	99 49	2 1/2	6	4	8	5		6	5	7	6	6	6	64 4		8	8	8	8
" 3d "	64 57	2 1/2	6	4	8	5		6	5	7	6	6	6	64 4		8	8	8	8
5th, 1st "	65 53	2	5	4	6	6		4	4	7		7	7	54 5	7 5	8	8	8	8
" 2d "	87 89	2	4	7	6	7		4		7	4	5	5	54 5		8	8	8	8
" 3d "	116 65	2	4	7	6	7		4		7	4	5	5	54 5		8	8	8	8
Average.			2 1/2	7 1/2	5 1/2	7	6 1/2	5 1/2	5 1/2	6 1/2	7	6 1/2	6 1/2	61		54	7 1/2	8	8

786 568 28 per cent. of absentees. At prev. exam. 40 pr. cen

NO. 37, TWELFTH WARD. EXAMINED MAY 16.

PRIMARY DEPARTMENT.

CLASS.	On Record.	Av. Mos. in Attend.	Av. Mos. in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.
1st	32 34	4 10	5	6 6 6	6	5 6	5	4	5 6	5	5	5	5	5 1	7 1	7 1	7 1
2d	38 38	2 9	5	7 5 5	4	7 5	5	4	7 5	7	7	7	7	5 2	6 2	6 2	6 2
3d	38 23	2 9	5	6 5 5	4	6 5	5	4	6 5	7	7	7	5	5 3	5 3	5 3	5 3
4th	38 25	2 8	6	5 6	5	5 6	5	4	5 6	6	6	6	5	5 4	5 4	5 4	5 4
5th, 1st Div	73 76	1 5	6	5 5	4	5 5	5	4	5 5	5	5	5	4	4 5	6 5	6 5	6 5
" 2d "	48 14	1 6	6	7 5	5	7 5	5	5	7 5	5	5	5	4	5 5	5 5	5 5	5 5
" 3d "	65 45	3 4	6	5 5	4	5 5	5	4	5 5	5	5	5	3	4 5	5 5	5 5	5 5
Average		2 7 3	5 1	5 5 5 5 5	4 3	6 6 7	7	4 1	5 1	6 1	6 1	6 1	6 1	6 1	6 1	6 1	6 1

332 285 14 per cent. of absentees. Prev exam. 33 per cent.

NO. 39, TWELFTH WARD. EXAMINED MAY 18

PRIMARY DEPARTMENT

1st	41 34	14 10	6	8 6 8	6	7 7	6 1	3 1 9
2d	34 29	10 9	6	7 5 6	5	6 5	5 2	4 3
3d, A	52 41	11 8	5	6 4 5	4	5	6 5	4 4
" B	38 33	6 8	7	7 5 7	3	7	6 6	5 4
4th	74 57	7 7	6	7 7 6	6	4	6 6	6 5
5th, 1st Div	82 30	6 7	7	8 7	6	5	6 5	4 5
" 2d "	109 68	3 5	8	8 5	4	3	5 5	
Average		6 7 3	6 1	7 5 6 3	4 3	6 5 3	5 5	4 3

430 292 32 per cent. of absentees. At prev. exam. 44 per cent.

NO. 38, EIGHTH WARD. EXAMINED FEBRUARY 7.

PRIMARY DEPARTMENT.

CLAS.	On Record.	Av. Mos. in Attend.	Av. Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definition.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.	Drill.	Order
1st.....	45 39	4	10	8	8	8	8	8	8	8	8			7 1	6 1/2	8	8		
2d, 1st Div.....	51 40	3 1/2	11 1/2	8	7	8	8	7	7	8				7 1/2	1	8	8		
" 2d ".....	40 37	3 1/2	8	8	8	7	8	8	17	8		8		7 1/2	1	8 1/2	8		
3d, 1st ".....	17 10	4	8	8	8	7	8	7		7		8		7 1/2	2	7 1/2	8		
" 2d ".....	49 40	4	9	8	7	7	7	6		8		8		7 1/2	3		8		
4th, 1st ".....	97 78	3	9	8	8	8	7	8	Num		7	7	7	7 1/2	4	4 1/2	8		
" 2d ".....	95 64	3	7	8	8	8	7	8		7	7	8		7 1/2	4	5 1/2	8		
5th, 1st ".....	105 65	3	7	8	8	7		8		8	7	7		7 1/2	5	6 1/2	8		
" 2d ".....	119 76	5	5	Alph 7	8	8		8		8	8	8		7 1/2	5	6	8		
Average.....			3 1/2	8 1/2	7 1/2	7 1/2	7 1/2	7 1/2	7 1/2	7 1/2	7 1/2	7 1/2	7 1/2	7 1/2	6		8		

858 479 28 per cent. of absentees. Prev. exam. 20 pr. ct.

NO 40. EIGHTEENTH WARD EXAMINED MARCH 29.

PRIMARY DEPARTMENT.

1st.....	64 56	4	10	8	8	8	8	7	8	8				7 1/2	5 1/2		8		
2d.....	66 55	4	10	8	8	8	8	8	7	8				8	1		8		
2d, 2d Div.....	67 63	4 1/2	9	8	7	7	8	7	7	8				7 1/2	1		8		
3d, 1st ".....	75 58	5	9	7	8	7	8	6		8	7	7		7 1/2	2		8		
" 2d, ".....	68 53	5	8	6	8	7	5	4		8		8		6 1/2	3		8		
" 3d ".....	64 54	3 1/2	8	8	7	7	6	7		8	8	7		7 1/2	3		8		
4th.....	65 49	3 1/2	5 1/2	7	6	7		5		7	5			6 1/2	4		8		
5th.....	61 40	3 1/2	5	Alph 4	5	5		4				4		4 1/2	5		6		
Average.....			4 1/2	8	6 1/2	7 1/2	7 1/2	6	7 1/2	7 1/2	7 1/2	6 1/2	6 1/2				7 1/2		

530 428 19 per cent. of absentees.

NO. 41, NINTH WARD. EXAMINED NOVEMBER 8.

PRIMARY DEPARTMENT.

CLASS	On Record	Av. Attend. for Mo.	Av. Months in Class	Av. Age of Pupils	Reading	Spelling	Dictation	Tables	Arithmetic	Geography	Punctuation	Common Things	Re. m. n. Number	Average	Grade	Av. Prev Exam.	Grade Prev Exam.	Roll
1st.	63 52	28	10	6	7	6	6	6	6	7	6			51	1	61	1	7
2d, 1st Div.	69 57	2	6	5	6	5	7	4	5	6				56	2	64	1	8
" 2d "	67 56	2	9	6	5	4	5	3	6	7				54	3	64	2	5
3d, 1st "	66 53	2	8	6	5	4	4	3		6				54	3	64	3	5
" 2d "	72 62	2	8	5	8	6	4	3		8		6		54	3	54	3	5
" 3d "	66 56	2	8	7	7	7	5			6	6		7	64	3	54	4	8
4th, 1st "	66 58	1	7	7	5	6				6			7	64	4	64	4	2
" 2d "	74 68	2	6	4	5	4							4	44	4	54	5	8
5th, B.	94 51	3	5	8	6	8		5					5	6	5	44	5	7
" G.	85 53	3	5	8	5	1		4					5	44	5			7
Average			2 1/2	7 1/2	6 1/2	5 1/2	5 1/2	4 1/2	6	6 1/2	6 1/2	6 1/2	5 1/2	5 1/2	5 1/2			6 1/2

723 566 22 per cent. of absentees. Prev. exam. 20 pr. ct.

NO. 42, TENTH WARD EXAMINED NOVEMBER 17

PRIMARY DEPARTMENT.

1st.	36	30	4	10	8	8	8	8	8	8	6			8	1	74	1	8
2d, 1st Div.	36	29	4	9	8	8	8	8	8	8	8			8	1	74	1	8
" 2d "	40	36	3	10	8	6	6	6	8	6	7			7	1	74	1	8
3d, 1st "	34	23	4	9	8	8	7	7	7		8			74	2	64	2	8
" 2d "	63	58	3	6	8	8	6	7	8		6		7	74	2	74	2	8
4th, 1st "	70	65	3	8	8	7	7	7		7	7	6		7	3	74	3	6
" 2d "	84	73	3	6 1/2	7	7	7	6	Num.	5	7	6		64	3	74	4	6
5th, 1st "	65	60	3	7	6	6	6		7		5	7	6	64	4	74	4	8
" 2d "	69	64	3	5 1/2	6	7	6		6			7	6	64	5	74	5	8
" 3d "	100	121	3 1/2	5	7	6	5		6			7		64	5	7	5	8
Average			3 1/2	7 1/2	7 1/2	7 1/2	6 1/2	7 1/2	7 1/2	7 1/2	6 1/2	7 1/2	6 1/2	7 1/2				8

717 616 14 per cent. of absentees. Prev. exam. 10 pr. ct.

NO 44, FIFTH WARD. EXAMINED JANUARY 20.

PRIMARY DEPARTMENT

CLASS	On Record.	Av Mos. in Attend.	Av. Month in Class.	Av Age of Pupils	Reading.	Spelling.	Definitions.	Tables	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av Prev Exam	Grade Prev Exam.	Drill.
1st, B	62 59	1	9	6	7	7	5	6	5	6				6	1	1	7	7
" G	68 57	1	9	6	7	5	5	7	5	6				6	1	1	7	7
2d, B	61 63	4	9	5	6	5	5	4	6	5				5	2	2	6	6
" G	78 70	5	9	7	6	6	6	5	6	5				5	2	2	6	7
3d, B	76 71	6	8	6	7	6	5	5		7		5		5	3	2	5	7
" G	74 67	5	8	7	6	6	6	4		7		5		5	3	2	6	7
4th, 1st Div., B	82 68	4	5	7	7	6			8		6		8	6	4	4	7	7
" 2d " "	67 60	1	7	6	7	6	6				5		8	6	4	4	6	8
" " " G	87 84	7	7	6	7	5		7		6		5		6	4	5	6	7
5th, B and G	94 77	2	5	8	6	6		5			6	5		6	5			7
Average...		4	7	6	6	6	5	5	5	5	6	6	6	6			6	7

756 678 10 per cent. of absentees. At prev. exam. 13 pr. ct.

NO 45, SIXTEENTH WARD. EXAMINED MARCH 16

PRIMARY DEPARTMENT.

1st, B	42 38	8	9	8	8	8	8	8	8	8				8	1	1	6	8
" G	46 41	7	11	8	8	8	8	8	8	8				8	1	1	7	8
2d, B	57 49	7	9	8	8	8	8	8	8	8				8	1	1	7	8
" G	54 49	6	9	8	8	8	8	8	8	8				8	1	1	7	8
3d, B	60 49	7	9	8	8	8	7	6		8		7		7	2	2	7	8
" G	50 39	5	8	8	8	8	7	6		8		7		7	2	2	7	8
4th, B	53 50	7	9	8	8	7	8	6		7		7		7	2	3	7	8
" G	59 38	6	9	8	8	7	8	7		7		7		7	2	3	7	8
" 2d Div., B	102 70	7	7	7	7	8		8		8	8	8		7	3	4	7	8
" " " G	101 72	7	7	7	7	8		8		8	8	8		7	3	4	7	8
" 4th " B	71 65	8	9	8	8	8		8		8	8	8		8	4	5	7	8
" " " G	65 53	9	9	8	8	8		8		8	8	8		8	4	5	7	8
5th, B	73 57	4	4	8	8	8		7		8	7	7		7	5	5	7	8
" G	86 57	10	5	8	8	8		7		8	7	7		7	5	5	7	8
Average...		7	8	7	7	7	7	7	7	7	7	7	7	7			7	8

914 727 23 per cent of absentees At prev. exam. 20 pr. ct.

NO. 47, FIFTEENTH WARD. EXAMINED DECEMBER 14, 1898.

PRIMARY DEPARTMENT.

CLASS.	On Record.	Av. Attend. for Mo.	Av. Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.	Diff.
1st	81 54	4	11	8	8	8	8	8	8	8	8	8	8	5G.	8	1	8	
2d, 1st Div.	80 56	5	12	8	8	8	8	8	8	8	8	8	8	1	74	1	8	
" 2d "	53 42	3	11	8	8	8	8	8	8	8	8	8	8	1	70	1	8	
3d, 1st "	85 54	4	8	8	8	8	8	8	8	8	8	8	8	2	74	2	8	
" 2d "	84 80	4	8	8	8	8	8	8	8	8	8	8	8	2	8	3	8	
4th, 1st "	69 51	4	7	8	8	8	8	8	8	8	8	8	8	3	8	4	8	
" 2d "	77 82	5	5	8	8	8	8	8	8	8	8	8	8	4	71	4	8	
5th	68 44	9	4	8	8	8	8	8	8	8	8	8	8	5	8	5	8	
Average			4	8	8	8	8	8	8	8	8	8	8		74			

565 443 21 per cent. of absentees. At prev. exam, 21 pr. c

NO. 48, TWENTIETH WARD. EXAMINED APRIL 8.

PRIMARY DEPARTMENT.

1st, B.	35	4	10	7	8	7	8	8	7	8				74	1	74	1	8
" G.	38	6	10	8	7	7	8	8	7	8				74	1	74	1	8
2d, B.	40	4	10	8	7	8	8	7	7	8				74	1	64	1	8
" G.	30 28	5	10	8	8	7	8	7	8	8				74	1	64	1	8
3d, B.	59 54	5	9	8	8	8	8	8	8	8				8	2	64	2	8
" G.	40 37	4	9	8	8	8	8	8	8	8				8	2	64	2	8
" 2d Div., B.	68 60	5	9	8	7	8	7	7		8			8	74	2	74	3	8
" " G.	69 56	4	7	8	8	8	7	7		8			8	74	2	74	3	8
4th, B.	58	5	8	7	8	8	8	6	6	7	7	7	7	7	3	64	4	8
" G.	93 79	6	7	7	8	8	8	6	6	7	7	7	7	7	3	7	5	8
" 2d Div., B.	98 83	5	7	8	8	8	8	6	6	8			8	74	4			8
" " G.	77 69	4	7	7	8	8	8	7	7	7			8	7	4			8
5th, B.	96 76	7	6	8	8	8		7		7			7	74	5			8
" G.	72 57	7	6	8	8	8		7		7			7	74	5			8
Average			6	7	7	7	7	7	7	7	7	7	7	7		7		8

906 760 16 per cent. of absentees. At. prev. exam. 33 pr

NO. 49, TWENTY-FIRST WARD. EXAMINED APRIL 21.

PRIMARY DEPARTMENT.

CLASS.	On Record	Av. Attend. for Mo.	Av. Months in Class	Av. Age of Pupils	Reading	Spelling	Definitions	Tables	Arithmetic	Geography	Punctuation	Common Things	Roman Numbers	Average	Grade	Av. Prev. Exam	Grade Prev. Exam
1st, B.	60	56	8	9	7	7	6	6	5	7	6			6	1	64	1
" G.	55	46	7	9	7	8	7	7	6	7	7			6	1	5	1
2d, B.	50	41	5	8	7	7	7	7	5	7	5			6	0	6	0
" G.	42	40	6	9	7	7	7	7	5	7	7			6	0	6	0
3d, B.	51	44	7	7	6	7	6	5	5	7	7			6	0	6	0
" G.	48	43	5	8	7	7	7	7	5	7	7			7	1	6	1
4th, B.	21	51	5	7	7	6	7	7		7	7	7	7	7	3	7	3
" G.	75	60	5	7	6	7	7	6		7	7	7	7	7	3	7	3
" 2d Div., B.	63	51	3	8	6	6	7	5	7	7		6		6	1		
" " G.	67	63	4	7	6	6	7	6	7	7		6		6	1		
" 3d Div., B.	51	17	3	8	7	6	7	6	7	7	7	7	7	7	1		
" " G.	55	46	2	7	7	7	7	6	7	7	7	7	7	7	1		
5th, B.	70	58	3	7	7	8	7	7	7	7	7	6		7	3		
" G.	68	54	4	6	6	8	7	7	7	7	7	6		7	3		
5th, 3d Div.	195	121	7	5	Alph. 7	6	7		6			7	5	6	5		
Average.			4	7	6	7	7	6	7	7	7	6		6	1	6	

1045 837 20 per cent. of absentees. Prev. exam. 22 pr. ct.

NO. 50, EIGHTEENTH WARD. EXAMINED MARCH 31

PRIMARY DEPARTMENT

1st.	51	45	1	11	8	7	7	7	7	7	7			7	1	7	1
2d, 1st Div.	50	47	1	10	8	7	7	7	7	7	7			7	1	7	1
" 2d "	49	47	3	9	7	7	7	7	7	7	7			7	1	7	1
3d, 1st "	53	52	3	9	7	7	7	7	7	7	7			7	1	7	1
" 2d "	50	49	3	9	7	7	7	7	7	7	7			7	1	7	1
" 3d "	61	57	3	8	7	7	7	7	7	7	7			7	1	7	1
4th, 1st "	70	51	3	6	7	6	7	6	7	7	7			7	1	7	1
" 2d "	66	56	4	7	7	7	7	7	7	7	7			7	1	7	1
5th, 1st "	51	32	3	6	7	7	7	7	7	7	7			7	1	7	1
" 2d "	68	48	1	6	Alph. 7	7	7		7	7	7	7	7	7	3	7	3
Average.			3	8	7	7	7	7	7	7	7			7	1	7	1

571 487 15 per cent. of absentees. At prev. exam. 20 per

TENTH WARD.

PRIMARY SCHOOL NO. 1, EXAMINED NOVEMBER 10, 1858

MALE DEPARTMENT

CLAS.	In Record	Attend. for Mo.	Av Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Prev. Exam.	Grade Prev Exam.	Drill.	Class.
1st, Boys	31	30	6	9	6	7	5	7	5	6	8		6	1	64	1	8		
2d, " "	32	27	5	9	5	6	5	6	2	6	7		5	2	62	2	8		
3d, 1st Div., Boys	41	38	5	9	7	7	5	6	5	6	6	6	6	2	64	2	8		
" 2d " "	42	33	5	7	7	7	5	6				5	5	3	61	3	8		
4th, 1st " "	19	12	4	5	5	6	6	1			4	5	5	4	53	5	7		
5th, " " "	56	15	3	6	5	6	6		Num		5	6	5	5	43	5	8		
" 2d " "	122	110	4	5	Alph	6	6	6	6			5	5	5			6		
Average.			44	74	56	62	52	34	42	6	64	52	52	51	62				

375 325 103 per cent. of absentees. Prev. exam. 18 pr. ct

FEMALE DEPARTMENT.

1st, Girls	35	27	61	10	7	7	5	6	6	6	8		62	1	62	1	8		
2d, " "	43	33	7	8	7	7	6	6	3	7	7		62	2	5	2	8		
3d, " "	56	18	6	7	7	7	5	6			8	8	62	3	6	3	8		
4th, " "	63	50	5	63	7	4	7	1			7	6	5	62	4	5	4	8	
5th, " "	116	95	3	5	Alph.	8	4	8	Num		8	8	8	8	5	7	5	8	
Average.			50	72	74	72	61	10	52	104	72	7	7	62	6				

317 253 20 per cent. of absentees.

SIXTH WARD.

PRIMARY SCHOOL NO. 2, EXAMINED JANUARY 21.

MALE DEPARTMENT.

CLASS.	On Record.	At. Attend. for Mo.	Av. Months in Class.	Av. age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Numbers.	Average.	Grade.	Aver. Prev. Exam.	Grade Prev Exam.	Drill.
1st, Boys.....	27 22	5	8	6	7	6	7	3	6	8			8	1	5	1	7	8
2d, ".....	21 18	4	8	5	6	5	6	4	7	8	8		5	3	4	3	6	
3d, ".....	20 18	4	7	6	8	6	6	6		8			6	3	6	3	6	
4th, ".....	19 13	3	6	5	7	6		4		6			4	4	5	4	6	
5th, ".....	60 40	2	5	6	7	5		4					5	5	5	4	5	8
Average.....			3 7	5 7	5 7	5 6		4 1	6 7	8			5 5		5 1		6 2	

147 111 23 per cent of absentees. Prev. exam. 17 per cent.

FEMALE DEPARTMENT.

1st.....	31 25	8 1	8	7	7	5	7	2	6	8			6	2	5	1	7	8
2d.....	31 22	6 1	7	5	6	5	6	3	7	8	7		5 1	2	5	3	7	
3d.....	31 24	12	6	5	7	7	5	6		5		7	6	3	5 1	3	7	
4th.....	54 38	10	5	6	8	6		6		5		6	6 1	4	6	4	7	
5th.....	99 54	6	4 1	7	7	6		4				4	5 1	5	7 1	5	7	
Average.....			8 8	6 7	5 6			5 1	6 1	6 1	7		5 1		5 1		7	

246 164 33 per cent. of absentees. Prev. exam. 36 pr. ct.

. ELEVENTH WARD.

PRIMARY SCHOOL NO. 3. EXAMINED NOVEMBER 23, 1886.

CLASS.	On Record.	Av. Attend. for Mo.	Av. Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Favorite Numbers.	Average.	Grade.	Average Prev. Exam.	Grade Prev. Exam.	Prili.	Order.
st.....	64	58	4	8	6	6	5	7	5	6	6			62	1	54	1	7	7
1.....	45	34	5	7	5	5	4	6	5	6	7			54	2	44	2	6	
2.....	53	49	4	7	4	5	4	6			7	5	7	54	4	64	4	5	
th, 1st Div.....	34	30	3	7	7	6	7		6		8		6	64	4	64	4	6	
" 2d ".....	43	36	3	6	8	7	8		5				7	74	4	6	5	6	
th.....	114	76	4	4	Alph 7	6	6		5				5	54	5			6	
verage.....			34	64	64	54	54	64	54	6	74	5	5	64		6		7	

353 283 20 per ct. of absentees. Prev. exam. 144 pr. ct.

. SEVENTH WARD.

PRIMARY SCHOOL NO. 4. EXAMINED JANUARY 26.

st.....	33	14	5	7	6	6	5	7	5	6	5	8	6	1	6	1	8	7
1.....	31	14	3	8	6	6	6	6		5	6	7	6	3	54	3	6	
1d.....	47	33	3	6	5	6	5		5		5	7	54	3	54	4	6	
th.....	40	35	2	6	5	7	6		5			4	54	4	54	4	6	
th, 1st Div.....	31	26	4	4	Alph 7	7	5		4			3	54	5	3	5	7	
" 2d ".....	33	30	4	5	7	7	5		4			3	54	5	6	5	7	
Average.....			34	6	6	64	54	64	44	54	54	54	54		54		74	

215 152 29 per ct. of absentees. At prev. exam. 20 pr. ct.

ELEVENTH WARD.

PRIMARY SCHOOL NO. 5. EXAMINED NOVEMBER 24.

CLASS.	On Record.	Av Attend. for Mo.	Av. Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Grammar.	Average.	Grade.	Drill.
1st, B. }	68	40	5	10	6	8	2	8	7	1	2		6	6	77	4G	2
" G. }					7	8	7	8	6	8	8		6	6	77	4G	2
2d, B.	52	39	5	8	5	7	7	8	8	7	4				66	1P	2
" G.	58	46	5	8	6	7	7	7	6	7	6				66	1	2
3d, 1st Div.	58	46	5	7	5	8	7	7	2	7	3				66	2	7
" 2d "	69	16	4	7	6	7	0		4	7	8		7		66	3	7
" 3d "	58	15	5	8	0	7	6	7	5	5	8				66	2	7
" 4th "	65	54	1	7	6	6	7	7	Num	5	7		6		66	3	7
4th, 1st "	81	70	1	7	0	6	6	5	6	1	5		5		59	3	3
" 2d "	74	56	1	6	5	6	6	6	6		5	6	7		66	4	3
5th, 1st "	88	68	1	6	4	6	5		6		7	7	6		57	4	7
" 2d "	71	54	1	5		6	7		5		7	7	7		63	5	6
" 3d "	128	78	2	4	Alph	6	5	5							54	5	2
" 4th "	104	77	2	1	6	5	5								54	5	2
Average.....			21	6	5	6	6	6	5	7	6	6	6	6	64		7

914 725 21 per cent. of absences.

EIGHTH WARD.

PRIMARY SCHOOL NO. 6. EXAMINED FEBRUARY 3.

MALE DEPARTMENT.

CLASS	On Record.	Av Attend for Mo.	Av Months in Class.	Av Age of Pupils	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av Prev. Exam.	Grade Prev. Exam.	Drill.	Order.
.....	20	17	13	8	8	7	7	8	6	7	8			7	12	64	1	8	8
.....	28	21	5	7	7	7	8	7	6			8		7	15	54	2	8	8
.....	35	13	11	6	8	8	7	6		6		6		6	3	64	4	8	8
.....	20	16	3	5	6	6	6		Num	5	5		6	5	4	54	4	8	8
.....	39	35	3	4	Alph.	6	6		4					5	5	34	5	8	8
Age.....			7	6	6	6	6	7	5	6	8		6	6		5		8	

142 102 33 per ct. of absentees. Prev. exam. 184 pr. ct.

FEMALE DEPARTMENT.

.....	20	15	4	8	7	6	7	8	7	7	8			6	1	64	1	8	8
.....	26	17	4	7	7	8	8	7	8		8	8		7	2	64	2	8	8
.....	24	18	7	7	6	8	8	7			6	6		6	3	64	4	8	8
.....	22	15	6	7	5	6	5	5	5	5		6		5	4	44	5	8	8
.....	61	38	5	4	6	6	6		1					5	5	5	5	8	8
Age.....			5	6	6	6	6	7	6	7	6		6	6		5		8	

150 103 33 per ct. of absentees. Prev. exam. 95 per ct.

NINTH WARD.

PRIMARY SCHOOL NO. 7. EXAMINED NOVEMBER 2.

MALE DEPARTMENT.

CLASS.	On Record.	Av. Mos. In Attend.	Av. Abs in Class	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.	Result.
1st.....	33	32	6	8	6	7	6	6	6	6	6			62	1	62	1	6
2d.....	36	33	7	8	7	8	7	6	4	7	6			62	2	58	2	6
3d.....	35	27	7	8	6	6	7	6			7	6	7	62	3	61	3	6
4th.....	21	21	4	5	6	6	6				6	6	5	58	4	6	4	6
5th.....	79	54	6	4	Alph. 5	6	5				6		3	5	5	7	5	6
Average.....			6	6½	6	6½	6½	6	5	6½	7½	6	5	6		6½		7½

197 167 15 per ct. of absentees. Prev. exam. 19 per ct.

FEMALE DEPARTMENT.

1st.....	38	31	9	9	7	7	6	7	4	5	6			6	1	64	1	6
2d.....	40	32	7	7	7	7	4	5	4	5	7			61	2	62	2	7
3d, Boys.....	42	36	4	7	6	8	8	6			8		8	7½	3	64	4	8
4th, Boys.....	27	21	2	6	6	6	7				6			6½	4	52	5	7
5th.....	65	48	3	5	Alph. 5	7	6		Num. 5				5	5½	5	52	5	7
Average.....			5	6½	6½	7	7	6	4½	5	6½		6½	6½		6½		6½

212 168 31 per ct. of absentees. Prev. exam. 28½ per ct

SIXTH WARD.

PRIMARY SCHOOL NO. 8. EXAMINED JANUARY 24.

CLAS.	On Recor.	Av. Attend. for Mo.	Av Monthain Class.	Av Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Previous Exam.	Grade Prev. Exam.	Drill.	Order.
.....	50	38	33	11	5	5	5	6	4	6	6			58	2	44	8	8	8
.....	44	■	5	10	6	5	5	6	2	5	4	5		54	3	40	6	6	6
.....	45	36	2	9	6	5	4	4			7	6	9	63		4	7		
Div	41	36	3	5	6	6	7	6			7	7	8	60	3		6		
at "	49	41	5	7	6	6	7	6			6		6	64	4	4	5	6	
d "	42	34	3	6	6	6	7		Num		5		6	63	4		7		
at "	53	35	6	6	6	6	7		5		5			52	5	3	5	8	
d "	138	83	4	5	Alph	7	7		6				5	63	5			8	
ago.			4	73	64	64	64	63	43	54	54	6	62	64		34		74	

452 338 31 per ct. of absentees. Prev. exam. 194 pr. ct.

SEVENTEENTH WARD.

PRIMARY SCHOOL NO. 9. EXAMINED MARCH 18.

.....	38	25	4	8	6	7	6	8	5	7	8			53	1	64	1	8	8
.....	47	36	4	8	7	6	6	7	3	6	5		6	53	2	64	2	8	
.....	40	36	4	8	6	6	6				4		5	52	4	54	3	6	
					lph				Num							7	4		
.....	84	50	3	5	8	8	8		5				6	7	5	54	5	8	
ago.			34	64	64	64	74	44	64	54			54	64		64		8	

189 147 22 per ct. of absentees. Prev. exam. 33 per ct.

THIRTEENTH WARD.

PRIMARY SCHOOL NO. 10. EXAMINED FEBRUARY 23.

CLASS	On Record.	Av. Mos. in Attend.	Av. Mos. in Class.	Av. Age of Pupils.	Reading	Spelling	Definitions.	Tables	Arithmetic	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average	Grade.	Av. Prev. Exam.	Grade Prev. Exam.
1st...	31	24	5	9	8	8	7	7	5	4	7	7		6½	1	6½	1
2d.....	29	20	5	9	5	6	6	5	4	6	6			5½	2	6½	2
3d.....	36	26	4	8	6	6	5	6		5		6		5½	3	7	3
									Num.								
4th.....	47	34	5	8	6	7	7	6		8	6	7	6	6½	4	7	4
5th, 1.....	51	41	5	8	6	8	8			4		7	8	6½	5	6½	5
" 2.....	76	59	5	5	7	7	8			4		4	4	5½	5	7½	5
Average.....			4½	7½	6	6½	6½	6	4½	5½	6	7	5½	6		6½	7

270 204, 25 per ct. of absentees. Prev. exam. 16 pr. ct.

FIFTH WARD.

PRIMARY SCHOOL NO. 11..

1st.....	57	48	7	10	5	6	5	5	5	4	6			5½	1	5½	1
2d.....	67	54	6	9	6	6	5	7	5	5	6	7		5½	2	5½	2
3d.....	96	78	6	9	6	6	6	6	5		6	6	6	6½	3	7½	3
									Num								
4th, Boys.....	33	38	6	7	6	8	8		7		5	7	8	6½	4	6½	4
" Girls.....	30	24	7	8	6	6	8		7		5	7	8	6½	4	5½	4
5th, 1 Boys.....	49	37	3	6	7	7			6				5	6½	5	6	5
" 1 Girls.....	54	43	4	6	7	7			6				5	6½	5	5½	5
					Alph												
" 2 Boys.....	59	43	5	5	7	6	6		4			6	4	5½	5	5	5
" 2 Girls.....	62	48	5	5	7	6	6		4			6	4	5½	5	6½	5
Average.....			5½	7½	6½	6½	6½	6	5½	4½	5½	6½	5½	5½		6	6½

516 413, 20 per ct. of absentees. Prev exam. 28 per ct.

SIXTEENTH WARD.

PRIMARY SCHOOL NO. 12. EXAMINED MARCH 10.

CLASS.	On Record.	At. Mos. in Attend.	At. Months in Class.	At. Age of Pupils	Reading.	Spelling.	Definition.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	At. Prev. Exam.	Grade Prev. Exam.	Drill.	Age
.....	39	32	7	9	7	7	7	7	6	7	6	8		74	1	64	1	6	
.....	44	38	5	6	8	6	8	8	6	6	7	5		68	2	62	2	7	
.....	43	37	4	6	6	7	8	8	Num		6	6	6	64	3	73	3	8	
.....	54	43	5	7	6	8	8	8			6	6	7	74	4	64	4	8	
.....	63	48	5	5	Alph 7	7	7		5				4	6	5	5	5	7	
Age			5½	7½	6½	7	7½	6½	5½	6½	6½	8	5½	6½		6½		7½	

243 198 18 per ct. of absentees. Prev. exam. 30 per ct.

NINTH WARD.

PRIMARY SCHOOL NO. 13. EXAMINED NOVEMBER 3.

1st Div.	38	34	5½	8½	6	6	6	7	7	3	7	8		62	1	64	1	8	8
2d "	57	48	4½	8½	5	6	6	7	5	6	9			61	2	54	2	7	
.....	66	55	4½	7½	6	7	7	7			8	7	6	64	3	54	3	9	
.....	64	52	4½	7	7	8	8	3			8	7	6	74	3	54	4	8	
.....	60	55	3½	6	5	7	8				6	7		63	4	58	5	7	
.....	63	56	2	5½	Alph. 6	6	7		Num. 5					64	5	64	5	6	
.....	66	63	2	5	8	6	7							64	5			7	
Age			3½	6½	6½	6½	7	6½	5½	7	7½	7½	7	6½		6½		7½	

423 303 14 per ct. of absentees. Prev. exam. 14½ pr. ct.

SIXTEENTH WARD.

PRIMARY SCHOOL NO. 14. EXAMINED MARCH 9.

MALE DEPARTMENT.

CLASS.	On Record.	At. Mos. in Attend.	At. Mos. in Class.	At. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	At. Prev. Exam.	Grade Prev. Exam.	Drill.
1st	33	22	7	9	8	8	7	8	7	7	8			74	1	64	1	8
2d	38	26	5	8	8	7	7	8	6	7	8			74	2	64	2	8
3d	37	28	4	7	7	5	7	5	Num. 7		6	8	8	64	3	64	4	7
4th	32	24	4	7	6	7	6	5				8	6	64	4	4	5	8
5th	52	40	5	5	Alph. 8	8	8		7				8	74	5	3	5	8
Average			5	7½	7½	7	7	6½	6½	7	7½	8	7½	7½		5½		7½

192 140 27 per cent. of absentees. Prev. exam. 136 pr. cent.

FEMALE DEPARTMENT.

1st	30	27	9	10	8	8	8	8	7	8	8			74	1	74	1	8
2d	33	26	6	8	7	8	7	8	5	7	7			7	2	74	2	8
3d	27	25	4	7	6	8	8	5			8	6	8	64	3	74	3	8
4th	19	17	4	6	5	6	6		Num. 8		5	8	5	64	4	54	4	7
5th	40	34	5	5	Alph. 8	8	8						8	74	5	64	5	8
Average			5½	7½	6½	7½	7	7	6½	7½	7	7	7	7½		6½		7½

149 129 13 pr. ct. of absentees. Prev. exam. 16 pr. ct.

FIRST WARD.

PRIMARY SCHOOL NO. 15. EXAMINED DECEMBER 23.

CLASS	On Record.	Av. Mos. in Attend.	Av. Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.	Drill.	Order.
.....	20 15	6	10	6	8	6	6	5	5	7			6	1	7	1	8	8	
.....	37 28	6	8	5	5	3	6	4	6	6			5	2	6	2	5		
.....	39 34	5	7	5	6	6	6			5			6	3	4	3	6		
.....	90 52	6	4	6	5	5		Num.				3	4	4	6	5	7		
.....	32 24	5	5	6	6	4		5				6	5	5	4	5	8		
Page.....			52	61	54	6	41	6	41	51	6	51	51	6		71			

218 153 31 per ct. of absentees. Prev. exam. 30 pr. ct.

EIGHTEENTH WARD.

PRIMARY SCHOOL NO. 16. EXAMINED MARCH 28.

.....	18 16	5	10	7	8	7	8	8	6	8			7	1	7	1	8	8
.....	36 29	4	9	6	7	7	8	7	7	8			7	2	5	2	8	
.....	34 28	3	8	8	7	8	7	7		8	8	7	7	3	6	3	8	
.....	66 40	2	7	7	7	8		7		6		7	7	4	7	4	8	
.....	140 90	2	6	7	8	8		8			7	7	7	5	7	5	8	
Age.....		2	7	7	7	7	7	7	6	7	7	7	7	6		8		

294 201 31 per ct. of absentees. Prev. exam. 20 pr. ct.

TWENTY-SECOND WARD.

PRIMARY SCHOOL NO. 17 EXAMINED APRIL 24.

.....	59 41	5	9	5	5	5	5	3	5	7	7		5	2	5	1	6	8
.....	74 50	5	8	5	7	6	5	2	5	7			5	3	5	2	6	
.....	75 60	4	7	7	7	8		6		7		7	7	3	7	4	8	
.....	39 31	5	6	5	6	5		4		6		4	5	4	5	5	7	
st Div.....	46 40	5	6	3	6	4		4		6		5	4	5	4	5	5	
d ".....	83 63	3	5	8	7	5		3					5	5			8	
Age.....		4	6	5	6	5	5	3	5	6	7	5	5	5		8		

376 285 24 per ct. of absentees. Prev. exam. 40 per ct.

NINTH WARD.

PRIMARY SCHOOL NO. 18. EXAMINED NOVEMBER 5.

MALE DEPARTMENT.

CLASS	On Record.	At Mos. in Attend.	Av. Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.	Drill.	Notes.
1st.....	26	24	7	8	6	6	5	5	6	6	7			64	1	64	1	6	7
2d.....	35	29	6	7	5	5	5	4	3	5	6	6		5	3	74	3	5	
3d.....	19	16	2	7	6	7	6	5		6	6	6		6	4	6	4	7	
4th.....	18	16	3	5	4	7	6					4		5	5	04	5	6	
5th.....	37	34	2	4	Alph. 5	5	5		Nom 4					5	5			7	
Average..			4	6½	5½	6	5½	5½	4½	5½	6	6½	5	5½	6½	6½	6½		

135 119 12 per ct. of absentees. Prev. exam. 11 pr. ct.

FEMALE DEPARTMENT.

1st.....	24	20	6	9	6	8	6	6	4	6	8	7		6½	2	6½	1	7	
2d.....	26	23	5	8	6	7	8	7	3	7	8	6		6½	2	5½	3	7	
3d.....	14	10	2	7	5	6	7	5			6	7	7	6½	1	4½	4	7	
4th.....	10	34	5	5	Alph. 6	6	6		Nom 6					6	5	5	5	6	
Average.....			4½	7½	5½	6½	6½	6	4½	6½	7½	6½	7	6½		5½		6½	

104 87 14 pr. ct. of absentees Prev. exam. 20 pr. ct.

SIXTEENTH WARD.

PRIMARY SCHOOL NO. 10. EXAMINED MARCH 14.

1st.....	41	35	6	9	5	7	6	7	5	5	7			6	1	6½		7	8
2d.....	40	32	4	8	6	5	7	6	4	7	6			6½	2	6½		7	
3d.....	46	33	4½	8	8	6	8	6	Nom 6		8		7	7	3	6½		6	
4th.....	51	38	2	7	5	6	6		5		4		4	5	4	6		6	
5th.....	46	32	4½	5	Alph 8	8	8		6				6	7½	5	5		8	
Average.....			4½	7	6½	7	7	6½	5½	7½	6½		5½	6½	6		6½		

227 170 25 pr. ct. of absentees. Prev. exam. 12½ pr. ct.

THIRTEENTH WARD.

PRIMARY SCHOOL NO. 20. EXAMINED FEBRUARY 23.

MALE DEPARTMENT.

CLASS	On Record.	Av. Attend. for Mo.	Av. Months in Class.	Av. Age of Pupils.	Reading	Spelling.	Definitions	Tables.	Arithmetic.	Geography	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade	Av Prev Exam.	Grade Prev Exam.
1st.....	33	30	7	8	6	6	6	8	4	7	6	8		6	2	6	1
2d.....	25	18	5	6	6	7	8	3		5	7			5	3	5	3
3d.....	34	28	4	7	8	7	7	6		6		6		6	3	6	4
4th.....	45	33	5	8	8	7	8		Num. 5		6	6	6	6	4	5	4
5th.....	61	45	4	5	Alph. 7	7	7		4			5	6	5	5	5	5
Average.....			5	6	7	6	8	5	4	7	5	7	5	6		5	

208 154 23 per ct of absentees. Prev. exam. 12 per ct.

FEMALE DEPARTMENT.

1st.....	30	19	6	8	6	6	6	8	4	7	6	8		6	2	6	1
2d.....	23	16	5	8	6	7	8	3		5	7			5	3	5	3
3d.....	18	13	6	7	8	7	7	6				6		6	3	5	3
4th.....	63	46	7	6	4	6	8		Num 4		7		4	5	4	5	3
5th.....	41	27	4	5	Alph 7	6	8		3			3	5	5	5	5	3
Average.....			6	6	6	6	6	5	3	5	7	4	5	5		5	

175 121 31 per ct. of absentees. Prev. exam. 28 per ct.

NINTH WARD.

PRIMARY SCHOOL NO. 31. EXAMINED MARCH 2.

MALE DEPARTMENT.

CLASS	On Record	Av Attend. for Mo.	Av Months in Class	Av Age of Pupils.	Reading	Spelling.	Definitions.	Tables	Arithmetic.	Geography.	Punctuation	Common Things.	Roman Numbers.	Average	Grade.	Av Prev Exam	Grade Prev. Exam.	Drill.
1st	21	16	8	9	7	6	8	8	8	7	8			72	1	72	1	4
2d	26	17	9	9	6	7	7	7	5	5	8			68	2	68	2	6
3d	35	16	3	7	8	8	8	6	7	8	8	7	7	72	3	68	3	8
4th	34	14	5	6	8	8	8		7		8	7	7	72	4	68	4	8
5th	47	15	7	5	8	8	8		5			6	7	5	68	5	8	
Average			62	71	72	72	72	7	6	68	8	68	72		68		8	

163 77 52 per ct. of absentees Prev. exam. 40 pr. ct.

FEMALE DEPARTMENT.

1st.	30	19	8	10	7	8	7	8	7	6	8			72	72	1	3	6
2d.	25	19	4	7	6	8	8	7	5	5	8			68	68	2	6	6
3d.	21	16	3	7	8	8	8	6	7	8	8	7	7	72	72	3	3	8
4th.	22	17	3	6	8	8	8		6		8	7	7	72	72	4	6	8
5th.	35	15	6	5	7	6			4			3	5	72	72	5	8	8
Average			41	7	71	72	72	7	51	61	8	51	61	72	72		8	

133 86 34 pr. ct. of absentees. Prev. exam. 40 pr. ct.

SEVENTEENTH WARD.

PRIMARY SCHOOL NO. 22. EXAMINED MARCH 21.

CLASS.	On Record.	Av. Mos. in Attend.	Av. Mos. in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.	Drill.	Order.
.....	37	34	7	8	7	8	7	8	5	6	8			7	1	6	1	8	8
.....	49	41	5	8	7	8	7	8	7	7	8			7	2	4	2	8	
.....	52	44	4	7	7	8	8	7		8	8	7	8	7	3	7	3	8	
1st Div.....	55	45	4	6	7	7	8	7	Num.	8	7	8		7	4	7	4	8	
2d ".....	60	48	4	5	7	5	8		8	5	7	8		6	4	5	5	8	
.....	80	64	6		Alph.	8	8		6		6	7		7	5			8	
age.....			5	6	7	7	7	7	8	6	7	7	8	7		6		8	

333 976 17 per ct. of absentees. Prev. exam. 20 per ct.

SEVENTEENTH WARD.

PRIMARY SCHOOL NO. 22. EXAMINED MARCH 24.

.....	48	36	6	9	7	8	8	8	6	8	8	7		7	1	7	1	8	6
.....	54	46	5	8	7	8	7	8	6	8	8	8		7	2	7	2	8	
.....	60	44	4	7	8	8	8	6	Num.		8		8	7	3	7	4	8	
.....	58	40	3	6	8	8	8		7		7	8		7	4			8	
.....	73	54	3	5	Alph.	8	8		8			8	8	8	5	7	5	8	
age.....			5	7	7	8	7	7	6	8	7	7	8	7		7		8	

293 220 25 per ct. of absentees. Prev. exam. 19 per ct.

NINTH WARD.

PRIMARY SCHOOL NO. 24. EXAMINED NOVEMBER 9.

.....	25	20	4	8	6	7	6	8	7	8	8			7	1	6	1	8	8
.....	27	25	5	7	8	8	7	7	6	7	8		8	7	2	6	3	8	
.....	25	20	3	7	7	8	9	7			8	8	8	7	3	7	3	8	
.....	35	34	3	6	7	8	8		Num.		7		8	6	4	6	4	8	
1st Div.....	110	100	2	4	7	7	7		7			4	8	5	5	5	5	7	
2d ".....					Alph.	7	6	5	6			5	5	5				6	
age.....			3	7	7	7	6	7	6	7	7	8	6	6		6		7	

289 199 10 per ct of absentees. Prev. exam. 11 pr. ct.

EIGHTH WARD.

PRIMARY SCHOOL NO. 25. EXAMINED FEBRUARY 8.

MALE DEPARTMENT.

CLASS.	On Record.	Av. Attend. for Mo.	Av. Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average Grade.	Aver. Prev. Exam.	Grade Prev. Exam.	Relig.	
1st.....	29	24	7	9	8	8	5	8	6	4	7	6	6	6	1	5½	1	7
2d.....	41	34	6	8	6	8	7	7	7	8	5	8	8	7½	2	5½	2	8
3d.....	36	26	8	7	7	8	7	6	Num.	6	6	8	6	6½	3	6½	4	8
4th.....	30	24	7	6	7	7	5		5	5	6	6	5	5½	4	4½	5	8
5th.....	78	54	5	5	Alph. 7	6	6		5		6	5	5	5½	5	4½	5	8
Average.....			6½	7½	6½	7	6	7	5½	6	5½	6½	6½	6½		5½		7½

214 162 25 per ct. of absentees. Prev. exam. 31 pr. ct.

FEMALE DEPARTMENT.

1st.....	21	16	7	10	7	7	5	8	7	4	7	6	6	6½	1	6½	1	7
2d.....	31	24	6	8	6	8	7	6	7	6	8	7	8	7	2	4½	2	8
3d.....	42	29	5	7	7	8	7	6	Num	7	8	8	7	7	3	5½	4	8
4th.....	37	26	6	6	7	7	5	6	5	5		5	5	5½	4	5	5	8
5th.....	29	20	3	5	Alph 7	4	4		4			5	4½	5				8
Average.....			5½	7½	6½	6½	5½	6½	5½	5	6½	6½	6½	6½		5½		7½

160 115 22 per ct. of absentees. At prev. exam. 23 pr. ct.

NINETEENTH WARD.

PRIMARY SCHOOL NO. 26. EXAMINED APRIL 5.

CLASS.	On Record.	Av. Attend. for Mo.	Av. Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av Prev Exam.	Grade Prev. Exam.	Drill
1st.....	30	25	4	0	7	8	8	8	7	8	8	8	8	7½	1	5½	1	8
2d.....	35	17	4	8	6	5	7	7	7	8	7	8	8	6½	2	5½	2	8
3d.....	60	30	4	6	7	8	7	5			6		7	6½	3	6½	4	8
4th.....	51	37	6	6	5	5	8		4		7		4	5½	4	7½	5	8
5th.....	64	49	4	4	Alph. 7		8		6			7	6	7	5			8
Average.....			4½	6½	6½	6½	7½	6½	6	7	7½	7½	6½	6½		6½		8

240 158 26 per ct. of absentees. At prev. exam. 31 pr. ct.

TWENTIETH WARD.

PRIMARY SCHOOL NO. 27. EXAMINED APRIL 7.

1st.....	38	34	8	11	7	8	7	8	8	8	8	8	8	7½	4G	5½	5G	8
1st Boys.....	39	36	7	10	6	7	5	8	7	8	8	8	8	7	1P.	6½	1P.	8
" Girls.....	22	20	9	10	7	7	5	8	7	7	8	8	8	7	1P.	6½	1	8
2d Boys.....	37	35	7	10	7	7	5	8	6	7	7	8	8	6½	1P.	5½	2	8
" Girls.....	35	31	7	10	8	7	5	8	7	8	8	8	8	7½	1P.	5½	2	8
3d Boys.....	47	41	6	9	7	7	5	6	8		8	8	8	7	2	7½	3	8
" Girls.....	34	30	6	9	8	7	4	6	6		8	8	8	6½	2	7½	3	8
4th Boys.....	60	50	6	7	8	8	8	8	8		8	8	8	8	4	7½	4	8
" Girls.....	36	33	6	8	8	8	8	8	8		8	8	8	8	4	7½	4	8
5th, 1st Div.....	96	65	5	5	8	8	8	8	8		8	8	8	8	5	7	5	8
" 2d Div.....	255	152	6	4	Alph. 7	7	7		3					4	5½	5	5½	5
Average.....			6½	8½	7½	7½	6½	7½	6½	7½	7½	8		7½	7½		8½	8

787 527 32 per ct. of absentees. At prev. exam. 31 per ct.

EIGHTEENTH WARD.

PRIMARY SCHOOL NO. 28. EXAMINED MARCH 30.

CLASS.	On Record.	Av. Mos. in Attend.	Av. Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.
1st	37	34	8	9	8	8	7	7	7	7	■			7½	1	7½	8
2d	47	42	8	9	7	8	8	8	7	7	8			7½	2	8½	8
3d	50	47	7	8	7	8	8	7			8	8		7½	3	6½	8
4th	56	■	6	7	8	7	7	8	Num. 7		8	7	7½	3	6½	8	
5th	58	50	5	7	8	7	8	8		7		8	7	4	7	7	7
6th	119	97	6	5	Alph. 8	8	8		4			8	5½	5	5½	8	8
Average			6½	7½	7	7½	7½	6½	6½	7	7½	6½	6½	6½	6½	6½	7

367 313 14 per cent. of absentees. Prev. exam. 25 per

EIGHTEENTH WARD.

PRIMARY SCHOOL NO. 29. EXAMINED APRIL 1.

1st	54	46	4	9	8	8	8	8	8	8	8			8	1	7	1
2d	62	59	3	8	7	8	8	7	6	8	8			7½	1	5½	1
3d, 1st Div.	58	52	3	8	7	8	7	7	6	7	8			7½	2	5½	2
" 2d "	60	49	5	9	7	7	7	7	5	7	8	8		7	2	7½	3
" 3d "	80	57	3	7	7	7	6	8		7		7	8	6½	3	7½	3
" 4th "	67	50	3	7	6	8	7		Num. 7		8	8	8	7½	3	6½	4
4th, 1st "	64	50	3	5	8	8	7	6	7		7	7	8	7	4	6½	4
" 2d "	67	57	2	8	8	8	8		8		8	8	8	8	4	6½	4
5th	138	112	2	6	Alph. 8	8	8		8		8	8	8	8	5	6½	4
																5½	5
																5½	5
Average			3½	7½	7½	7½	7½	6½	6½	7½	7½	7½	7½	7½	7½	6½	8

650 542 16 per ct. of absentees. At prev. exam. 21 pr. c

TWELFTH WARD.

(WARD'S ISLAND.)

PRIMARY SCHOOL NO. 30.

CLASS.	On Record.	Av. Attend. for Mo.	Av. Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average Grade.	Av. Prev. Exam.	Grade Prev. Exam.
1st.....	16	13	3	8	7	6	7	6	Nom. 7	7	6	7	6	3	5	2
2d.....	25	20	4	6	7	6	6		7			7	6	4	5	3
3d.....	25	20	4	5	Alph. 7	6	6					6	6	5	5	4
Average.....			3½	6½	7	6	6½	6	7	7	6	6½	6½	5½		

66 53 20 per cent of absentees.

ELEVENTH WARD.

PRIMARY SCHOOL NO. 32. EXAMINED NOVEMBER 29.

1st.....	31	30	5	6	6	6	5	6	6	6	7		6	1	6	
2d.....	27	22	2	6	6	6	5	6		6	7	6	6	3	5	
3d.....	35	25	3	8	6	6	5	6			6		7	6	3	6
4th.....	69	36	3	6	7	6	8	6	Nom. 8		6	7	6	7	4	6
5th.....	117	82	3	4	Alph. 7	8	8		6		8	6	7	6	6	
Average.....			5½	6½	6½	6½	6½	6½	6½	6	6½	7	7	6½	6½	

279 197 27 per cent. of absentees. At prev. exam. 25 pr

COLORED SCHOOLS.

EIGHTH WARD.

COLORED SCHOOL NO. 2. EXAMINED FEBRUARY 10.

PRIMARY DEPARTMENT.

CLASS.	On Record.	Av. Mos. in Attend.	Av. Months in Class	Av. Age of Pupils	Reading.	Spelling.	Definitions.	Tables.	Arithmetic	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.	Dist.
1st	32	11	5½	10½	4	5	4	5	2	5	8	8	5½	2	5½	2	7	
2d	38	24	3½	5½	5	7	4	4	2	8	8	7	8	5½	3	5½	2	7
3d	29	19	4	7	4	4	4		5		4	7	7	5	4	4½	5	8
4th	18	13	3	5	4	4	5		5		4	7	8	5	5	6	5	7
5th, 1st Div	12	9	2	5	Alph. 7	4			4			7	4	5½	5	4½	5	7
Average		33	6½	4½	4½	4½	4½		3½	5½	4½	6½	6½	5½		5½		7½

129 76 22 per ct. of absentees. At prev. exam. 42 per ct.

FIFTH WARD.

COLORED SCHOOL NO. 5. EXAMINED JANUARY 19.

1st	7	921	13	7	7	8		0	0	7	Pure	0	5	6½	3G	6	3G	7
2d	18	15	7	13	5	8	6	7	8	7				6½	4G	6½	4G	7
3d	13	10	3	11	6	8	8	8	5		6			6	1P	6½	5G	8
4th	15	11	5	11	5	5	3	6	2	0	5			4½	3P	5½	1P	5
5th	10	8	7	8	6	6	6		6		8			5½		4		8
6th	15	11	8	8	5	6	5		6					5½		4		8
7th	19	8	5	8	5	5	5		4					4½		4		8
8th	18	9	7	5½	5	5	5		4					4½		5		8
9th	14	9	8	4½	6	4	4		4					4½	5	2½	5	8
Average		7½	9½	5½	6	5½	6½	5	5½	7	5½	6	5	4½	5½			7½

129 90 30 per ct. of absentees Prev. exam. 36 per ct.

SIXTEENTH WARD.

COLORED PRIMARY SCHOOL NO. 1, EXAMINED MARCH 25.

CLASS	On Record.	Av. Mos. in Attend.	Av. Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Grammar.	Punctuation.	Astronomy.	Common Things.	History.	Roman Numbers.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.	Drill.	Order.
.....	24	19	16	10	6	8	6	8	6	6	8	7	5				63	1P.	52	1	8	8
.....	36	25	13	10	6	7	7	8	5	7							64	2P.	60	2	8	
.....	29	14	12	7	7	7	6	8	7		8	6	7	7	8	8	64	3	64	3	8	
.....	30	24	12	5	7	8	8		6		7	7	8	8	5	5	7	4	6	4	8	
.....	27	19	12	4	Alph. 8	8	8		4							5	63	5	4	5	8	
Age			10	7	6	7	7	7	5	6	6	7	7	7	5	8	63		54		8	

146 101 26 per ct. of absentees. Prev. exam. 37 per ct.

ELEVENTH WARD.

COLORED PRIMARY SCHOOL NO. 2. EXAMINED NOVEMBER 30.

CLASS	On Record.	Av. Attend. for Mo.	Av. Months in Class.	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.	Drill.	Order.
.....	10	3	16	14	7	8	4	6	4	4	4			54	1	54	1	5	5
.....	13	4	22	10	7	7	3	3		3	4			41	3	54	3	5	
.....	13	6	8	10	5	5	4	4	Num 4	5	6		6	41	4	54	3	6	
.....	16	4	8	8	5	4	4	5			5			43	5	54	4	6	
.....	32	9	3	5	Alph. 4	5	4							41	5	5	5	5	
Age			13	9	5	5	3	4	4	4	4	6	4	41		54		5	

94 96 71 per ct. of absentees. At. prev. exam. 67 pr. ct.

ELEVENTH WARD.

COLORED PRIMARY SCHOOL NO. 3. EXAMINED NOVEMBER 30.

CLASS	On Record.	Av. Attend. for Mo.	Av. Months in Class	Av. Age of Pupils.	Reading.	Spelling.	Definitions.	Tables.	Arithmetic.	Geography.	Punctuation.	Common Things.	Roman Numbers.	Average.	Grade.	Av. Prev. Exam.	Grade Prev. Exam.
1st.	12	5	9	13	8	8	8	7	8	4	8			68	1	68	1
2d.	18	7	5	13	5	7	8	5	Num.	4	4			48	3	54	3
3d.	19	12	6½	11	5	5	4	5	5		8		6	54	4	54	3
4th.	30	12½	3	7	5	4	4	5			5			48	5	54	4
5th.	45	22½	5	6½	Alph. 4	5	4							4½	5	5	5
Average			5½	10	5	5½	4	5½	5½	4	5½		6	5		5½	

124 59 53 per ct. of absentees. At prev. exam. 53 pr.

TWELFTH WARD.

COLORED PRIMARY SCHOOL No. 4. EXAMINED MAY —.

1st.	8	6	3	10	7	6	5	6	6	7	4	8	6½	■	43	3
2d.	10	9	2	10	6	6	5	6	6		3	3	5	4	43	3
3d.	13	11	5	4½	Alph. 3	3							■	5	4	5
Average			3½	8	5½	5½	5	6	6	7	3½	5½	4½	10	4½	

31 26 16 per ct. of absentees. Prev. exam. 25 pr. ct.

PER-CENTAGE OF SCHOLARS IN EACH GRADE.
GRAMMAR SCHOOLS.

MALE DEPARTMENT									FEMALE DEPARTMENT.								
3d Grade.	3d Grade.	4th Grade.	5th Grade.	6th Grade.	7th Grade.	Average	Average Prev. Yr.	Advanced Grade.	1st Grade.	2d Grade.	3d Grade.	4th Grade.	5th Grade.	6th Grade.	7th Grade.	Average.	Average Prev. Yr.
8	12	35	25	20		4 37	4 32		0	19	19	20	20	22		4 07	4 18
19	13	24	29			3 33	3 90		3	3	30	32	27			3 67	4 37
5	24	23	17	23		4 09	4 09		15	12	18	35	20			3 33	3 95
11	21	20	48			4 05	4 31		5	10	15	40	29			3 76	3 97
0	20	0	21	21	31	5 15	4 74		8	9	0	23	31	29		4 47	4 40
6	4	20	22	46		4 04	5 30										
12	19	21	40			3 73	4 04		13	8	14	16	25	24		4 04	4 19
10	18	20	22	10	20	4 64	4 51		5	4	2	42	47			4 22	4 40
6	20	18	36			3 44			17	0	25	17	26	0	15	3 95	
16	12	35	0	37		4 30	4 73										
12	21	24	30			3 40	3 81		6	7	31	30	26			3 63	3 70
6	31	13	44			3 83	4 36		13	12	0	37	38			3 75	4 41
11	10	33	25	21		4 35	4 58		10	6	15	7	37	23		4 22	4 38
4	22	38	29			3 74	4 49		12	0	23	12	53			3 94	4 42
6	20	25	20	22		4 05	4 17		20	19	20	19	9	13		3 83	3 95
18	20	30	22			3 30	3 74		7	11	15	91	36			3 78	4 72
16	17	12	39	10		3 91	4 14		12	12	0	46	30			3 70	4 16
13	18	15	15	33		4 19	4 93		8	4	13	27	48			4 03	4 40
8	5	42	24	16		4 18	4 31		6	5	25	25	27	12		3 98	4 15
10	12	25	15	12	20	4 49	4 87		10	20	5	0	40	25		4 15	4 84
12	8	26	21	25		4 15	5 03		7	13	10	29	41			3 84	4 43
4	30	26	6	24		3 86	4 25		6	9	9	25	17	35		4 45	4 88
7	11	25	30	22		4 34	4 56		5	10	30	40	15			3 50	4 37
0	18	15	12	55		5 04	4 40		7	3	6	10	0	0	74	5 69	4 68
2	20	17	43	8		4 05	4 61		8	12	13	33	17	17		3 90	4 34
16	18	13	44	0		4 12	4 40		8	20	0	27	0	45		4 21	4 18
10	25	0	15	22	28	4 98	5 09		7	10	12	9	27	35		4 44	4 59
15	16	15	32	12		3 80	4 13		8	8	0	33	33	18		4 29	4 64
5	17	36	28			3 59	3 79										
									7	17	28	23	25			3 42	3 83
12	13	45	23			3 65	3 88		8	10	22	34	26			3 60	3 65
15	28	17	20			3 02	3 52										
10	15	23	11	18	23	4 81	4 95		7	3	13	25	14	0	38	4 88	4 63
14	5	33	23	15		3 90	3 98		8	2	18	40	32			3 86	4 54
9	14	54	14			3 63	4 08		9	12	25	37	17			3 41	3 75
15	20	23	24	12		3 80	4 96		13	0	24	26	20			3 91	4 44
9	36	16	16			2 93	3 57										
5	27	27	13	12		3 52	3 64			13	30	19	10	18		3 60	3 94
8	12	25	33	14		4 07	4 14		10	10	15	31	34			3 69	4 12
0	0	26	0	0	14	6 22	4 14		16	10	0	20	12	0	42	4 70	4 99
7	24	27	21	13		3 85	3 95		7	18	9	29	31	0		3 77	3 78
11	25	25	23			3 28	3 42	2	17	4	23	24	30			3 40	3 33
								13	14	10	20	25	0	0	31	4 11	
									48	39						1 26	1 43
									8	9	32	51				3 26	3 41
0	30	27	25			3 50	3 98		10	20	20	30	20			3 30	3 84
10	34	26	24			3 52	4 26		8	10	10	26	46			3 92	4 46
								4	11	5	27	38	15			3 29	3 54
24	20	20	0	24		3 44											
10	18	25	23	12	4	3 97			10	10	16	27	25	8	4	3 87	4 15

ained

GRADE OF COLORED SCHOOLS.

MALE SCHOOLS.								FEMALE SCHOOLS.								
25	0	19	22	15	19	4 59	4 27	0	0	15	0	13	10	32	3 44	4 01
0	13	12	21	34	20	5 36	5 99	6	7	0	12	18	57		3 00	4 80

PER-CENTAGES OF THE PRIMARY DEPARTMENTS.

School No.	1st Grade.	2d Grade.	3d Grade.	4th Grade.	5th Grade.	Average	Average Prev. Yrs.	School No	1st Grade	2d Grade.	3d Grade.	4th Grade.	5th Grade	Average
1.....	6	9	20	16	49	3.93	3.98	1, M. D.	8	13	16	14	49	3.83
2.....	8	10	20	20	42	3.78	3.86	" F. D.	11	10	16	30	33	3.64
3.....	12	16	14	16	42	3.60	3.59	2, M. D.	10	2	14	51	3.96	
4.....	9	11	8	36	36	3.79	3.66	" F. D.	20	20	22	38	3.76	
5.....	0	16	11	25	48	4.05	4.08	3.....	8	12	8	34	38	3.82
6.....	0	■	12	13	71	4.39	4.50	4.....	10	5	30	20	35	3.65
7.....	7	14	12	25	42	3.81		5.....	G7 11	14	17	18	33	3.27
8.....	0	16	20	■	48	3.92	4.25	6, M. D.	25	25	20	30	3.56	
10.....	10	10	14	18	48	3.84	4.05	" F. D.	10	11	14	16	49	3.83
11.....	24	14	16	18	28	3.12	3.02	7, M. D.	14	11	16	16	44	3.64
12.....	9	10	20	30	31	3.64	4.06	" F. D.	14	14	20	16	36	3.46
13.....	6	10	■	14	60	4.12	3.84	8.....	0	11	30	22	37	3.86
14.....								9.....	11	12	20	27	30	2.53
15.....	10	11	15	30	34	3.67	3.76	10.....	10	10	15	■	49	3.84
16.....	11	11	17	18	43	3.71	3.71	11.....	10	13	20	20	37	3.61
17.....	10	10	30	15	35	3.60	3.40	12.....	10	20	20	25	25	3.16
18.....	10	12	12	26	40	3.74	3.63	13.....	8	10	30	20	32	3.68
19.....	9	12	13	15	51	3.87	3.58	14, M. D.	14	16	18	20	33	3.43
20.....	14	14	20	20	32	3.42	3.50	" F. D.	18	17	19	18	31	3.21
21.....	0	8	20	15	57	4.61	3.94	15.....	10	10	25	25	30	3.55
22.....	10	10	10	20	50	3.90	3.61	16.....	10	12	12	20	46	3.80
23.....	0	20	18	25	37	3.79	4.15	17.....	0	15	30	15	40	3.60
24.....	8	11	14	16	51	3.91	4.00	18, M. D.	10	10	■	21	41	3.75
25.....	3G 7	8	18	20	44	3.77	4.20	" F. D.	0	38	10	14	38	3.62
26.....	0	10	25	6	59	4.14	4.33	19.....	12	14	18	28	28	3.30
27.....	■	0	20	22	50	4.06	4.16	20, M. D.	0	16	30	25	29	3.67
28.....	5	12	12	26	45	4.01	3.75	" F. D.	0	16	25	33	26	3.69
29.....	6	■	30	23	35	3.79	4.06	21, M. D.	12	16	20	25	27	3.39
30.....	8	8	9	30	45	3.96	3.96	" F. D.	20	20	18	16	26	3.69
31.....	0	8	18	25	49	4.15	4.06	22.....	10	13	14	33	30	3.60
32.....	19	14	16	25	26	3.25	3.36	23.....	14	17	20	20	29	3.33
33.....	20	12	13	18	37	3.40	3.64	24.....	9	11	11	10	50	3.90
34.....	25	11	12	33	19	3.10	3.54	25, M. D.	12	20	16	14	38	3.46
35.....	12G 14	15	14	14	31	2.97	3.43	" F. D.	12	20	25	22	21	3.20
36.....	4	7	12	35	■	4.04	3.94	26.....	10	10	20	30	30	3.60
37.....	8	8	10	14	40	4.04	3.84	27.....	20	13	11	14	42	3.45
38.....	18	11	12	25	34	3.46	3.82	28.....	8	10	30	16	36	3.62
39.....	7	10	16	28	39	3.82	4.26	29.....	14	16	20	25	25	3.31
40.....	12G 20	14	20	20	14	2.58		30.....	0	0	25	37	38	4.13
41.....	8	10	26	28	28	3.58	3.50	32.....	12	4	20	25	37	3.44
42.....	14	14	12	27	33	3.51	3.41	Col. 1.....	15	25	20	20	20	3.05
44.....	14	16	14	30	26	3.38	2.99	2.....	8	0	33	25	34	3.77
46.....	20	20	18	20	22	3.04	3.32	3.....	8	0	22	25	45	3.94
47.....	12G 18	28	12	14	16	2.46	2.74	4.....	0	0	23	36	41	4.16
48.....	18	20	22	20	20	2.84	3.43							
49.....	10	20	15	22	33	3.48	3.92							
50.....	30	25	16	12	17	2.61	2.86							
Col. 2.....	0	20	25	25	35	3.90	4.10							
5.....	15G 10	0	12	33	30	3.28	2.53							

* Not Examined.

† Numbered as Grammar Schools

No. 9.

DEPARTMENT OF PUBLIC INSTRUCTION,

STATE OF NEW-YORK.

BOARD OF EDUCATION,

CITY OF NEW-YORK, JUNE 8, 1859.

MR. ADAMS presented a Report from the Committee on By-Laws, Rules and Regulations, in pursuance of the Resolution adopted by the Board, May 11, 1859, instructing said Committee to report to this Board "a By-Law which shall make it obligatory that a portion of the Holy Scriptures without note or comment, shall be read each morning at the opening of all the Schools under the jurisdiction of this Board," recommending for adoption a By-Law in conformity therewith, and certain amendments to existing By-Laws.

Ordered, That said Report be laid on the table and printed.

THOMAS BOESE,

Clerk.

REPORT.

TO THE BOARD OF EDUCATION :—

The Committee on By-Laws, Rules, and Regulations, in pursuance of the resolution adopted by the Board, May 11, 1859, instructing said Committee to report to this Board, “ a By-Law which shall make it obligatory that a portion of the Holy Scriptures, without note or comment, shall be read each morning at the opening of all the Schools under the jurisdiction of this Board,” respectfully report the following By-Laws and amendments to existing By-Laws; and would recommend their adoption :

Article 8, page 22, of the By-Laws, strike out the present Section 11, and insert as follows :

Sec. 11. All the public schools of this city under the jurisdiction of the Board of Education shall be opened by the reading of a portion of the Holy Scriptures, without note or comment; and it shall be the duty of the principal of each department of the schools under the jurisdiction of this Board, to report to the proper Board of Trustees, and to this Board, any violation of this By-Law; which report shall be annexed to the Pay-Roll.

Add also to said Article 8, the following sections :

Sec. 12. The situation of a teacher shall be forfeited by a wilful violation of any rule or regulation of this Board; and no such teacher shall thereafter be employed in any school, unless the forfeiture is remitted by this Board. Every principal shall report to the proper Board of Trustees, and to this Board, all violations by teachers of the rules and regulations of this Board, of which the teacher may be cognizant, and each report of absences annexed to a pay-roll shall contain an

allegation that the principal has duly reported each case of the violation by a teacher included in the pay-roll, of the rules and regulations of this Board.

Sec. 13. No payment shall be made to a teacher in whose case the provisions of this By-Law have not been complied with.

Sec. 14. Section 11 of Article 8, aforesaid, shall take effect from and after the first day of August, 1859 ; and Sections 12 and 13 of the aforesaid Article 8, shall take effect immediately.

All which is respectfully submitted.

ROBERT A. ADAMS,	}	<i>Committee on By-Laws, Rules and Regulations.</i>
JAMES MARRINER,		
WM. D. ANDREWS,		

N^o. 10.

DEPARTMENT OF PUBLIC INSTRUCTION,

STATE OF NEW-YORK.

BOARD OF EDUCATION,

CITY OF NEW-YORK, JUNE 15, 1859.

MR. RANNEY offered sundry Amendments to Document No. 4, being a Report from the Committee on Course of Studies and School Books, proposing certain changes in the Course of Studies pursued in the Schools.

Ordered, *That said Amendments be laid on the table and printed.*

THOMAS BOESÉ,

Clerk.

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AMENDMENTS TO DOCUMENT NO. 4.

GRADE VII.

Arithmetic, mental and written, including Simple Rules and Federal Money—and Geography, with Outline Maps of North America.

GRADE VI.

Arithmetic, mental and written, including Reduction and Compound Multiplication — and Geography, with Outline Maps of North and South America, and of the United States.

GRADE V.

Arithmetic, including Compound Division and Common and Decimal Fractions, without their Applications to denominate numbers—Geography of Europe, with Outline Maps and Map Drawing—and English Grammar, through Etymology, with Simple Parsing.

GRADE IV.

Arithmetic, including Fractions completed, and Proportion—English Grammar, through Syntax, with Parsing—Geography of Asia and Africa, with Outline Maps and Map Drawing—and History of the United States, to the French and Indian War.

GRADE III.

Arithmetic, including Interest, Discount, Percentage, and Profit and Loss—Geography thoroughly reviewed, with Map Drawing—Parsing—and History of the United States through the Revolutionary War.

GRADE II.

Arithmetic completed, Algebra as far as Simple Equations—Parsing—Outlines of Astronomy and Natural Philosophy—History of the United States completed—Composition and Declamation.

GRADE I.

Algebra, as far as Quadratic Equations, inclusive—Book-keeping, Constitution of the United States—Composition and Declamation—General History—with Outlines of Chemistry, Physiology, and Natural History.

No. 11.

DEPARTMENT OF PUBLIC INSTRUCTION,

STATE OF NEW YORK.

BOARD OF EDUCATION,

CITY OF NEW YORK, JULY 6, 1859.

Mr. ADAMS presented a minority report from the Executive Committee on Free Academy, to whom were referred the resolutions of Commissioners Gildersleve and Benedict, relative to the salary of Professor Morales, and the study of the Spanish and German languages in the Free Academy.

Ordered, That said report be laid on the table and printed.

THOMAS BOESÉ,
Clerk.

TO THE BOARD OF EDUCATION :

The minority of the Executive Committee for the government, &c., of the Free Academy, to whom were referred the resolutions of Commissioners Gildersleve and Benedict and the communication of Professor Morales, respectfully

REPORTS :

That to so much of said resolutions as seeks information "why (if so) students in the introductory class have not been allowed to pursue the study of Spanish, according to their choice on joining the Academy, the Committee are unable, from the want of the necessary data or records, to respond to this very important inquiry, as neither the Board nor the Executive Committee have provided the mode in which the choice of studies may be expressed by the student, upon joining the Academy, free and untrammelled either by the advice or direction of the Committee or other authorities of the Academy—an object for which it was the design of the by-laws to provide, and which is supposed by this Board and the public to be fully enjoyed by those seeking admission to the halls of the Academy.

It is generally the fact that, the students go to the Academy, in the first instance without presenting in writing the option as to the course of studies to be pursued as required by the 76th section of the by-laws, and then, on the advice or direction of the principal or professors, are directed as to the course of studies to be pursued, and the necessity of bringing the written option of choice, and when not brought, the student is assigned such a course as the principal may direct or judge best. In the abstract, these gentlemen are competent to advise. But clearly the object of the by-law is evaded, and its desired object destroyed, and the parent of the student discovers too late that while the Academy was provided to give that course of instruction to his child, which he deemed best for his lot or calling in life, he is compelled to pursue studies which will subsequently be of no practical use to him, or continue on in the Academy until he can in course, reach the

desired studies. Before this is attained, often the majority, either by the exigencies of life, or the necessity of their circumstances, have been withdrawn from the Academy with an indifferent knowledge of the studies they have there pursued, so that, except to the few who battle along through three years or more, no complete attainment is made.

It was the object in establishing the course of studies, and leaving it to the option of each student as to the course, (either as pursued in the full course or in a special course of one year, &c.,) to confer the greatest benefit the institution could confer, upon those for whose education it was established, and for which the large amount expended is so cheerfully borne by our citizens. It was with this object that the Board established the full professorships of French, Spanish, and German, and appointed to those responsible positions, gentlemen of great ability, sound learning, and probity.

Until 1857, no option as to the order of the course of studies had been given to the student, but in October of that year (Journal, p. 178) the Board adopted the present by-law.

The alteration at once made a difference in the positions of the professors of the modern languages, and it is believed that, if this by-law is enforced, it will place the employment of the professors of the French, German, and Spanish languages on an equality as to the time they would be necessarily employed.

It is to be noticed, that by the schedule of studies and the order of recitation before this time adopted and in use, the professor of Spanish rarely had more students than were sufficient to employ him two or three hours consecutively, while the professor of German, by the remoteness of his language in the course, rarely had more than five to ten students; those professors finding employment and compensation in private instruction and classes, for the balance of their time. In 1856, the number of students remaining in the Academy, who in course took up the Spanish language, had so increased that the Executive Committee felt warranted in recommending, and the Board adopted, the increase in the salary of the professor of Spanish to \$1000. (Journal of that year, p. 236.)

The duties of the professor of Spanish, and his usefulness to the institution, during the years 1856 and 1857, were so appa-

rent to the Executive Committee (and he having been informed, unofficially and unauthorizedly, though it is believed not improperly, that his whole time would be required) that the Committee, early in the month of February, 1858, adopted the following resolution :

Resolved, That Professor Morales be employed the full time, the same as at the beginning of the year.

The Professor having been placed on the pay-roll in October previous, at \$2,000 a year, was paid at that rate, until in February of this year when his salary on the pay-roll was altered without a previous vote of the Committee, or this Board changing his compensation.

Professor Morales had in the mean time, by reason of the assurance that his whole time would be required at the Academy, and his employment under the resolution of the Committee, and by reason of the alteration of the by-law as to the course of study, given up his private engagements, and was depending entirely upon the salary fixed by the Executive Committee.

In presenting these facts, together with a schedule of the salaries of the professors, and some of the tutors, from 1852 to 1858, inclusive, which is hereunto annexed, showing the increase of salary during that period, it cannot but impress itself upon the consideration of this Board that, for a long series of years, they have employed gentlemen every way worthy of their confidence and respect, as full professors in the Spanish and German languages, with inadequate salaries, but under a regulation which prospectively promised full employment, when the number of students would be sufficient in the literature of those languages to give full occupation to their time ; and, in 1857, provided by-laws for the admission of students in those languages, which, in the opinion of your Committee, would, if faithfully enforced, give full employment to both those professorships.

In conclusion, it is suggested that it is an anomaly that in an institution of the grade of the Free Academy, gentlemen holding full professorships, of adequate learning, indeed of distinction, in the literature of their respective languages, should

be degraded below the position of temporary tutors, and should hitherto not have received the pay or the emoluments due to their standing and position ; and it is the more remarkable that, in advancing the salaries of the principal and other professors employed in the Academy, as has been done from time to time, no controlling reference has been had to the number of students in their respective professorships, but rather to the learning, ability, and their long-continued usefulness in the Academy. Gentlemen who devote their lives to the advancement of education, as teachers, *must* be compensated for their *ability, fitness* and *faithfulness*.

The subjoined resolutions are recommended for adoption. All of which is respectfully submitted.

June 15, 1859.

RT. A. ADAMS.

Resolved, That the salary of Professor Augustin José Morales, Professor of the Spanish Language and Literature, in the Free Academy, be at the rate of \$2000 a year, and that the president and clerk be, and hereby are, directed to sign a check for the amount of salary deducted from Professor Morales' pay since the first of February last, so as to make the amount he shall receive the same as if no deduction had been made.

Resolved, That the Executive Committee of the Free Academy cause to be prepared and distributed to applicants for admission to the Free Academy, a blank circular, to be signed by the parent or guardian of such applicant, signifying the choice of study, &c., in accordance with the 74th section of the by-law.

SCHEDULE REFERRED TO IN FOREGOING REPORT.

Principal and Professors.	1852.	1853.	1854.	1855.	1856.	1857.	1858.
	\$	\$	\$	\$	\$	\$	\$
Webster.....	2,500	3,000	3,000	3,000	3,000	3,000	3,000
Owen.....	1,500	2,500	2,500	2,500	2,500	2,500	2,500
Giobs.....	1,500	2,000	2,000	2,000	2,000	2,000	2,000
Docharty.....	1,500	2,000	2,000	2,000	2,000	2,000	2,000
Duggan.....	700	1,000	1,000	1,000	1,000	.....	.....
Koerner.....	700	1,000	1,000	1,000	1,000	2,000	2,000
Roemer.....	.....	1,500	1,500	1,750	1,750	2,000	2,000
Morales.....	.....	750	700	700	700	{ 1,000 to Oct. 1857 2,000	2,000
Glaubenslee.....	.....	550	350	350	350		2,000
Doremus.....	.....	700	700	700	700	1,000	1,000
Huntsman.....	700	1,000	1,000	1,000	1,250	2,000	2,000
Benedict.....	500	1,750	1,750	1,750	1,750	2,000	2,000
Nichols.....	.....	1,750	1,750	1,750	1,750	2,000	2,000
Anthon.....	.....	1,750	1,750	1,750	1,750	2,000	2,000
Barton.....	.....	2,000	2,000	2,000	2,000	2,000	2,000
Tutors.							
Palmer.....	700	1,000	1,000	1,000	1,000	1,000	1,500
Silber.....	400	1,000	1,000	1,000	1,000	1,000	1,500
Sheldon.....	.....	800	800	1,000	1,000	1,000	1,500

No. 12.

DEPARTMENT OF PUBLIC INSTRUCTION,

STATE OF NEW-YORK.

BOARD OF EDUCATION,

CITY OF NEW-YORK, SEPTEMBER 7, 1859.

MR. FARR presented a Report from the Executive Committee on Normal Schools, showing the Attendance and Grade of each pupil from April 1, 1859, to July 31, 1859.

Ordered, *That said Report be laid on the table and printed.*

THOMAS BOESÉ,

Clerk.

REPORT OF THE NORMAL SCHOOLS,

Showing the Attendance and Grade of each Pupil, from April 1st, 1859, to July 31st, 1859.

LEONARD HAZELTINE, PRINCIPAL.

1 signifies the highest Grade; 5 the lowest.

LIST OF GRADUATES, JULY, 1859, FEMALE NORMAL SCHOOL.

Sarah Adams,	Harriet M. Conrey,	Clara Hopps,	Mary E. Phelan,
Adeline E. Anderson,	Ann Cushing,	Mary J. Houseworth,	Anna M. Power,
Lois E. Andrews,	Eliza Ann R. Dalton,	Maria E. Hull,	Mary J. Poor,
Louise Bamman,	Matilda Davis,	Emma Husted,	Mary A. Puel,
Jennie Barton,	Catharine J. Delaney,	Mary E. Ingersoll,	Sarah C. Quinn,
Sarah T. Bates,	Isadora C. Dean,	Eleanor D. Irvine,	Joanna Randall,
Harriet A. Baxter,	Margaret Donnegan,	H. Amanda Irving,	Sarah E. Raywood,
Margaret A. Boak,	Louise D'Orray,	Isabella I. Johnson,	Mary Ida Robinson,
Sarah A. Bodine,	Eliza M. Dyke,	Annie Kelly,	Josephine M. Rodgers,
Elizabeth Bossuet,	Martha L. Douke,	Phebe A. Kendall,	Kate A. Rodgers,
Caroline Birch,	Isabella Dolmage,	Kate Kennelieu,	Martha A. Rhoda,
Susan C. Brick,	Eliza E. Dunn,	Giletta R. Kiersted,	Mary E. Rhoda,
Sarah A. Brown,	Caroline F. Elwell,	Harriet M. Kopper,	Mary J. Scanlan,
Louise M. E. Buschman,	Annie E. Evans,	Delia F. Lockwood,	Kate L. Simms,
Eliza C. Budd,	Jane E. Fagan,	Mary W. Lowrey,	Mary M. Skiffington,
Harriet A. Budd,	Jane Fulton,	Mary A. Mahoney,	Amanda F. Springstead,
Margaret Canary,	Isadora M. Findley,	Frances A. Megary,	Matilda M. Stopp,
Maria S. Case,	Emma Fryer,	Mary A. Merritt,	Mary A. Sweeney,
Jane Caldwell,	Mary C. Finnegan,	Emilie L. Meredith,	Mary E. Sudlow,
Isabella Castell,	Emma Fitch,	Irene B. Miller,	Helen Thompson,
C. Cecilia Cary,	Julia C. Flannagan,	Martha Miller,	Lucretia A. Tooker,
Louisa Clawson,	Jane Godwin,	Sophronia Morehead,	Mary Tuthill,
Sarah J. Crane,	Kate Gordon,	Angelina Mosher,	Annie E. Van Boskerck,
Sophia H. Crawford,	Elizabeth Gray,	Isabel J. Munson,	Sarah A. Ward,
Mary A. Crowell,	Frances J. Graham,	Jane McFarland,	Mary E. Wainwright,
Mary A. Crothers,	Louisa E. Green,	Mary A. McHugh,	Martha Washburn,
Elizabeth A. Coe,	Annie Hart,	Jennet McLuskey,	Josephine Weeks,
Rosa Cohen,	Kate E. Hartt,	Isabella M. McVey,	Mary Weightman,
Adelaide Cooper,	Clarissa Hartman,	Susan McVey,	Cornelia J. Whitney,
Emma M. Cole,	Edmaresa J. Haviland,	Elvira E. Neville,	Annie M. Wiggins,
Julia Collier,	Sarah E. Heybeck,	Lucy M. O'Connell,	Susan A. Williams,
Margaret A. Coleman,	Eliza Hoffman,	Louisa M. Osborn,	Elizabeth A. Wilson,
Mary A. Colwell,	Marion W. Holly,	Rebecca F. Patterson,	Elizabeth B. Wright

REMAINING IN CLASS A.

	PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Geometry.	Grammar.	Rhetoric.
P. 11	Adair, Jane	13	3			2	1	2	2	1
" 17	Ackerman, Phebe A.	6	10	1						
W. 48	Agar, Laura E.	2	13							
" 42	Austin, Martha	7	8	2		1	2	2		
" 19	Buckbee, Cath. A.	21	4	2		1	1	2	3	2
" 14	Buckelew, Desiah.	15				1	1	1	1	1
P. 7	Berdall, Phebe A.		16							
	Bell, Helen	6	9	1						
W. 45	Coley, Sarah E.	12	3	1	1	2	2	2	2	1
" 36	Chasmar, Louise	9	6			3	3	3		
" 18	Chrystie, Mary J.	1	14							
	Crouchley, Sarah E.	15				1	1	2	1	1
W. 42	Donn, Sarah E. S.	7	8	1		1	2	2	2	
P. 7	Degraw, Mary F.	5	10							
W. 33	Dixon, Doreatha.	12	3			1	2	2	3	2
" 49	Elwell, Emily B.	14	1	1		2	3	3	3	1
" 39	Edmonds, Emma L.	9	6			1	1	1	1	2
" 45	Ewart, Mary H.	16				1	1	3	3	1
" 35	Field, Arabella	14	1			1	1	2	2	1
" 3	George, Sarah M.	7	8			2	2	3	2	1
" 14	Goodnow, Harriet S.	6	9	2		2	2		2	2
" 25	Gurnee, Mary F.	4	11							
" 33	Gaddis, Sarah J.	14	1			1	1	2	1	2
P. 29	Garthwaite, Jane A.	6	10	1						
	Gaunt, Mary A.	15				1	1	2	1	1
P. 28	Huer, Caroline.	6	9					2		3
W. 33	Hard, Caroline A.	12	3			1	1	1	2	3
P. 33	Hope, Josephine L.	13	2			1	2	2	3	2
W. 50	Hicks, Theresa	7	8	1		2				2
" 42	Hill, Emma	8	7							
" 37	Hitchcock, Emily.	2	13							
" 28	Johnson, Mildred L.	11	4	2		2	2	3	3	1
" 36	Jackman, Eliza M.	9	13							
" 36	Jones, Jane E.	2	13							
	Ketcham, Antoinette	4	11							
W. 35	Lee, Eliza J.		15							
W. 49	Ladd, Mary	6	9							
" 20	Lawrence, Margaret A. T.		15							
" 19	Le Petit, Sarah F.	15				1	2	2	3	3
P. 10	Maber, Eliza.	7	13							
" 21	Morris, Anna E.	11	4			3	3	3	3	2
W. 22	Murray, Anna M.	15		6		1	2	2	3	1
" 16	Murray, Louise	15		6		1	2	2	3	1
" 17	McCartney, Agnes	10	5	3		2	2	3	2	2
P. 20	McDermott, Eleanor L.	13	2			2	2	2	1	3
" 8	McHugh, Elizabeth E. A.	12	3			1	1	2	1	1
" 27	McKusker, Mary V.	13	2			1	1	1	2	2
W. 31	Peck, Emily J.		15							
" 6	Payne, Sarah L.	15				1	1	3	3	1
P. 13	Patterson, Margaret	11	4			2	2	2	2	1
W. 45	Robinson, Lucretia A.	14	1	3		1	1	1	2	1
P. 21	Requa, Fanny L.	11	4			1	1	3	3	1
" 25	Renville, Mary E.	4	11							

CLASS A—(CONTINUED.)

	PUPILS' NAME	Pres.	Abs.	Late.	Excused.	GRADE IN			
						Arithmetic.	Algebra	Geometry.	Grammar.
W. 28	Scarlett, Julia M		15						
" 42	Sproull, Emma	1	14						
" 14	Smith, Emma J	3	6		1				
" 49	Smith, Martha	2	2						
" 44	Seaman, Mary V	3	12						
" 36	Schureman, Jane		15						
" 45	Traphagen, Ellen P	14	1			4	1	1	2
P. 11	Tatbill, Jane A	10	3			2	2	3	3
	Taylor, Mary A	16	5			3	2	2	1
P. 27	Updike, Maria J	11	4			2	2	3	3
W. 39	Vernalyn, Charlotte A	11	4			2	2	2	2
" 45	White, Jane	11	4			2	2	2	3
P. 8	Whitford, Ophelia	1	14						
" 18	Williams, Isabella	12	5			1	1	2	1
" 26	West, Susannah P	4	11						

CLASS B—FIRST DIVISION.

	PUPILS' NAMES	Present.	Absent.	Late	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Geometry.	Grammar.	Philosophy.
W. 17	Ackerman, Maria	4	11							
" 39	Allen, S. Almira	15		1		1	1	2	2	1
" 48	Blonk, Mary E.	6	9							
" 38	Barry, Annie		16							
" 22	Beilby, Eliza B.	9	5			1	1		1	2
P. 29	Cole, Sarah A.	10	6	3					1	1
" 22	Cornell, Emily E.	8	7	1		1	3	1	1	1
W. 13	Dunbar, Mary A.	7	8	1						
" 32	Edmonds, Eva C.	13	2	1		1	1	1	1	1
" 51	Egbert, Henrietta	10	6	1		2	2	1	1	2
P. 6	Fisk, Henrietta	14	1			1	2	3	3	1
W. 8	Felt, Margaret	14	1	1		2	1	2	1	1
" 34	Fairchild, Mary J.	12	3			2	2	2	2	1
P. 23	Goodenough, Eliza R.	14	1	1		1	1	1	1	1
W. 4	Hunter, Elizabeth J.	14	1			1	1	1	1	
" 41	Harriott, Mary E.	13	2	2		1	1	1	1	1
" 23	Haray, Adelaide	13	2			1	1	1	1	1
" 17	Hoffman, Annie M.	15				1	1	1	1	1
P. 14	Ideson, Eliza B.	12	3			1	1		1	3
W. 13	Jones, Lizzie	9	6	1		3			1	2
" 32	Jackson, Emily B.	11	1	1		2	1	1	2	1
" 33	Jackson, Sarah E.	12	3	3		1	1	1	2	1
P. 19	Lewis, Mary O.	12	3	1		3	2	1	2	1
W. 31	Lenox, Susanna	15				1	1	1	1	1
" 14	Laplum, Chloe A.	13	2			1	1	1	2	1
" 20	Muldoon, Mary A.	13	2	2		1	1	4	1	1
" 24	Murray, Frances B.	2	13	1						
" 32	McGowan, Jeanetta	12	3	2		2	1	2	4	1
" 32	Malan, Catharine F.	14	1			1	1	1	1	1
" 9	McIndoe, Helen C.	10				1	1	1		1
" 31	Nonnan, Josephine M.	13	2			1	1	2	1	1
P. 19	Pierce, Maria F.	10	5	3			3		1	1
W. 22	Quick, Sarah L.		15							
P. 13	Boyce, Annie		15							
" 24	Swinsen, Eliza J.	9	6	1		1	1	1	2	3
W. 4	Sayre, Clarissa J.	14	1			3	3	2	1	1
" 40	Smith, Mary E.	10	1			2	3	1		1
" 7	Topping, Mary E.	14	1			1	1	2	1	1
" 49	Turrell, Chloe M.	12	3	1		2	2	1	1	2
" 32	Underhill, Mary E.	13	2	2		1	3		2	1
" 19	Walsh, Margaret H.	14	1	1		1	1	1	1	1
" 19	Wicks, Emma N.	12	3			1	1	1	1	2
" 31	Whelan, Mary O.	13	2	1		1	1	1	1	1
" 49	Wood, Emma C.	13	2			3	2	1	1	1

CLASS B—SECOND DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Geometry.	Grammar.	Philosophy.
W. 31	Ankers, Mary	11	4			1	1	1	1	1
P. 7	Anderson, Mary J.	10	5	1		3	1	1	2	
W. 4	Bertine, Sarah E.	11	4	1		1	1	3	1	1
" 4	Bertine, Mary A.	11	4			1	2	1	2	1
" 45	Bishop, Mary E.	12	3	3		1	1	4	4	1
P. 34	Butler, Mary E.		15							
W. 28	Cartwright, Sarah A.	15		1		1	1	2	2	1
" 36	Chapin, Elizabeth	9								
" 31	Cook, Sophia,		15							
P. 30	Canty, Annie M. G.	15				2	1	2	1	1
W. 11	Conklin, Phoebe.	9	6	1		2	2	1	3	3
" 17	Conner, A. M.	3	12							
P. 13	Carpenter, Sarah C.	15				1	1	1	1	2
W. 28	Dickenson, Isabella C.	4	11	2						
" 51	Dealing, Charity	7	8	2						
" 41	Ellison, Adeline.		15							
" 34	Flack, Lucretia Y.	1	14	1					2	3
" 40	Graham, Eliza	5	10	1		2			2	
P. 30	Gildersleeve, Mary.	12	3			1	1	1	1	1
" 5	Garvie, Caroline A.	11	2							
W. 29	Hassard, Cath.	9	6	3		2	2		2	2
" 19	Hunt, Mary A. J.	12	1	1		2		1	2	
" 34	Keeler, Harriet.	11	4	1		2	3	3	1	2
" 17	Kyle, Louisa.	15				1	1	1	2	1
" 8	Kane, Catharine.	9	6			3	4	3		2
" 26	Keane, Mary E.	13	2	1		1	1	1	1	1
" 29	Kenny, Mary A. J.	13	1	1		1	1	2	3	1
" 71	McConnellogue, Susan M.	11	4			1	1	1	2	1
P. 8	McHugh, Kate	15				1	1	1	2	1
W. 28	McKenna, Mary F.	7	8	2		2	3			3
" 8	Nash, Mary Anna	13	2	1		2	4	3	1	1
" 48	Odell, Sarah E.	9	6			1	2	2	2	1
P. 18	Radan, Kate A.	1	14							
W. 34	Reeves, Sarah A.	8	7			2	2	1	2	2
P. 5	Ryno, Sarah	13	2			2	1	1	2	1
W. 11	Ritchie, Kate F.	9	6	2		3	3	1	4	1
" 15	Rowe, Mary A.	12	3	1		2	3	3	3	3
" 3	Scudler, Eliza B.	13	2	1		1	1	1	2	1
" 13	Smith, Catharine L.	9	6	2		1	1	1	2	1
" 13	Sill, Hannah A.	15				1	1	1	1	1
" 30	Smith, Margaret A.	12	3			2	1	1	1	1
	Scudder, Annie	15		1		1	1	1	2	1
W. 33	Thompson, Maria J.	6	9							
" 19	Tompkins, Mary H.	14	1			2	2	1	3	2
P. 11	Vesey, Matilda	10	5			2	4	2	1	2
W. 16	Wilson, Elizabeth D.	12	3	1		2	1	1	1	1
P. 19	Webb, Ella	4	7			2				2
W. 49	Wilson, Catharine A.	12	3	1		2	1	1	1	1
P. 24	Wixon, Anastasia	7	8							

CLASS B—THIRD DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Geometry.	Grammar.	Philosophy.
W. 47	Adams, Jane R	12	3	3		2	4	3	1	2
" 29	Armstrong, B. S.	14	1	2		1	1	1	2	1
" 16	Blake, Elizabeth	14	1			2	1	1	1	1
" 21	Burrell, Frances J.	14	1			2	1	1	2	1
" 41	Cole, Louisa S	11	4	2		2	1	1	2	1
" 3	Cavannah, Emma J.	10	5			2	1	1	2	1
P. 13	Combs, Maria E	13	2			2	1	1	1	1
W. 4	De Long, Harriet T.	15		4		1	1	1	1	1
P. 20	De Long, Juliett B.	11	4	3		2	3	3	4	3
W. 30	Doyle, Margaret E.	10	5			3		2	1	1
" 10	Emerson, Annie B	10	5	4		3	4	3	3	2
" 16	Fairfield, Emma E	6	9	1		3		3	2	1
" 18	Foshour, Bridget T.	13	2	2		1	1	4	3	1
P. 15	Finley, Georgianna B.	12	3			2	3	1	1	1
W. 25	Goodwin, Anna	12	3	1		2	3	3	2	1
" 41	Golden, Emily	12	3	1		3	1	2	2	1
" 18	Holden, Annie M.	11	4			1	1	3	3	1
" 11	Howe, Harnet F.	11	4	2		3	3	1	5	2
" 49	Jollie, Hannah A.	12	3			1	1	1	1	1
P. 32	Lennon, Henrietta M. C.	4	11	1	5					
" 48	Leach, Rebecca	10	5			3	4	1	2	2
" 34	Laton, Phebe L	10	5	1			4	3	2	2
" 5	Little, Sophia E.	14	1	8		2	3	3	2	2
W. 31	Lowes, Anna E	12	3			1	1	4	1	1
" 4	Leuba, Mary A.	11	4	1		2	2	2	1	1
P. 14	Moore, Sarah L	11	5	1		3	3	3	3	2
W. 34	Moore, Mary A		15							
P. 7	McIndoe, Jane B.	14	1	3		1	1	2	2	1
W. 23	McDermott, Mary J	15		2		1	1	4	3	1
" 11	McEntee, Mary A	13	2	2		3	3	3	3	1
" 15	McCaffrey, Margaret F.	9	6	2		3	3	3	4	1
" 1	McLoughlin, Elizabeth	11	4	1	4	1	1	1	2	1
" 29	Ochs, Laura	14	1			2	1	1	2	1
" 34	Orr, Josephine	11	4			3	2	1	4	1
P. 17	Orrell, Louise J.	11	4	7		1	1	1	3	1
" 7	Sleight, Cornelia	10	5	3		2	1	1	2	1
W. 16	Sleight, Elizabeth	2	13	1				2		
P. 1	Stevens, Mary V.	0	9	2				2		2
W. 42	Stuyvesant, Josephine E.	10	5	1		3	3	3	2	1
" 15	Secord, Urania D.	1	14							
" 7	Trembly, Mary	6	9	2		3	3	1	1	
" 16	Thorp, Melissa	11	4	1		3	3	3	1	1
" 44	Vreeland, Emma	10	5	2		2	3	1	1	1
" 11	Vandervoort, Mary F.	8	7	2			3	3	2	2
" 47	Way, Lucy G		15		15					
P. 15	Warts, Jane E.	11	4	1		3	3	3	3	1
W. 21	Willoughby, Mary J.	11	4			3	2	3	3	1
P. 26	Weir, Emma	7	8	1		3	3	3	2	1
" 27	Young, Sarah	12	3	1		2	2	2	4	1

CLASS B—FOURTH DIVISION.

	PUPILS' NAMES	Present.	Absent.	Late.	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Geometry.	Grammar.	Philosophy.
W. 43	Adams, Sarah A.	12	2			2	2	4	1	1
P. 5	Alexander, Jane	12	2	3		2	2	2	2	1
W. 9	Baird, Evelyn	5		1		1	1	1	1	1
P. 1	Brown, Adelaide	10	5	3		1	4	1	1	1
W. 8	Brown, Susan R.	7	3	2						
" 13	Bildersee, Louisa	15				2	1	1	4	1
P. 23	Brinckerhoff, Cornelia W.	11	4	2		2	3	2	1	2
W. 1	Burgess, Mary A.	15				1	1	1	2	1
" 12	Carr, Sarah G.	12	3			2	3	2	2	1
" 41	Connolly, Mary A.	15				1	1	1	1	1
" 29	Cohen, Sarah	10	5	3		1	1	3	4	1
" 37	Cox, Christina W.	8	7							
" 61	Craft, Amelia	11	4	5		2	1	1	2	1
P. 14	Coitston, Mary A.	13	2	1	1	1	1	1	2	1
W. 18	Deer, Ellen	10	5	5		1	2	2	1	1
" 28	Dara, Agnes	12	3	1	1	2	1	1	2	1
" 26	Dodge, Maria J.	11	4	2		3	3	3	1	1
" 6	Dugan, Georgiana	11	4			3	3	3	3	1
	Loyle, Elizabeth T.	11	6	6		3	2	3	1	1
W. 44	Franklin, Annie M.	10	5	4	1	3		3		2
" 43	Gassner, Almira	8	7	4		4		3	2	2
" 28	Gellan, Beulah	13	2	2		2	1	1	1	1
" 61	Gentry, Annie E.	13	2	1		1	1	1	1	1
P. 12	Gilbert, Agnes E.	6	9	1						
W. 20	Hutchings, Jane A.	11	1	1		1	2	2	2	1
" 13	Hickok, Mary	12	3	6		2	2	1	3	1
P. 22	Hoogland, Matilda	11	4			3	3	2	1	1
W. 33	Kramer, Sarah	6								
" 39	Lockwood, Mary V.	11	4	4		2	3	2	2	2
P. 27	Miller, C. Frederica	10	5	7		4	3	2	2	1
W. 38	Macwaning, Mary E.	7	8	3		3	4			1
" 45	May, Elizabeth	3	12	1						
" 17	Moore, Delia W.	12	3	6		1	1	1	1	1
P. 32	Monarty, Cath. J.	12	3	6			3	1	1	3
W. 1	Murphy, Joanna M.	14	1	2		1	1	1	2	1
P. 27	Mott, Nancy	11	4			2	2	1	1	1
" 2	Mulroy, Jane T.	14	1	4		1	1	1	3	1
W. 24	O'Donnell, Elizabeth	10	5	3		2			1	
P. 11	Palmer, Clementine	10	5	3		1				
W. 12	Peters, Louisa J.	7	8	1		3	3			2
" 61	Root, Mary A.	11	4	1		1	2	2	2	2
" 2	Romer, Miriam	2	13							
" 11	Stratton, Hannah V.	10	5	6		4	3		2	
" 46	Swartz, Eugene	12	3			3	3	3	1	2
" 32	Smith, Elizabeth	10	5	2		3	3	1	2	3
" 38	Sanford, Jane A.	8	7			3			2	3
" 40	Sherman, Anna	2	13							
" 19	Smith, Anna E.	9	6			3	3	2	1	2
" 45	Stetson, Adeline V.	9	6			2	2	2	1	1
" 44	Tappan, Hannah E.	12	3	6		2	1	1	1	1
	Vanderpool, Mrs. George	15				1	1	1	1	1
W. 32	Vanderpool, Rachel L.	11	4							
P. 1	Van Cott, Isabella V.	12	3	4		3	4		2	3
N. 28	Wilson, Sarah C.	14	1	1		1	1	1	2	1

CLASS B--FIFTH DIVISION.

	PUPILS' NAMES	Pres. nt.	Absent.	Late.	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Geometry.	Grammar.	Philosophy.
29	Anderson, Eliza A.	12	3	1	.	3	3	2	2	1
	Archison, Euphemia	5	.	.	.	.	.	.	.	.
4	Bruen, Jane E.	13	2	1	.	1	1	1	3	1
8	Breen, Margaret J.	14	1	.	.	2	1	3	1	1
48	Botts, Catharine M.	13	2	.	.	1	1	1	2	1
27	Beatty, Eliza J.	10	3	1	.	3	3	4	4	1
29	Byrnes, Ellen L.	4	11	.	.	.	.	1	.	1
20	Betzee, Margaretta	9	6	3	.	3	.	2	2	1
	Clark, Kate I.	10	5	2	.	3	2	2	2	1
18	Conson, Tabitha D.	7	3	3	.	3	.	3	.	1
30	Collins, Hannah T.	9	6	2	.	3	.	1	.	3
30	Connolly, Jane M.	11	4	.	.	.	3	4	1	1
53	Connor, Feliciano L.	5	2	.	.	.	.	.	.	.
12	Douglasa, Caroline A.	9	6	3	.	.	3	1	3	2
42	Doga, Maria	11	4	3	.	3	1	4	4	1
6	Greene, Mary A.	11	4	.	.	3	3	4	2	1
28	Graham, Victoria M.	8	7	4	.	3	3	4	4	1
33	Gahagan, Irene P.	6	6	4	.	5	.	2	.	2
33	Gordon, Sarah W.	13	2	3	.	4	4	1	2	2
33	Fair, Alice	11	1	3	.	2	1	2	3	1
44	Francis, Annie M.	10	3	2	.	4	3	3	3	3
20	Felter, Lucretia	8	7	2	.	3	.	3	1	3
9	Hanaway, Emily S.	11	1	2	.	2	1	1	1	1
9	Hanaway, Amelia W.	9	6	2	.	2	1	3	4	1
3	Hill, Jane M.	11	4	2	.	2	2	2	2	1
15	Hall, Sarah C.	8	7	6	.	2	2	1	1	1
33	Hutchings, Charlotte	14	1	4	.	2	3	1	1	1
32	Hiltman, Rebecca C.	10	6	.	.	2	.	1	1	1
1	Harrison, Bridget M.	5	10	.	.	.	.	.	.	.
7	Lawrence, Mary C.	7	3	.	.	.	1	1	.	2
16	Linebeck, Amelia	13	2	7	.	2	2	2	1	1
6	Mitchel, Annie	8	9	3	.	3	.	1	.	1
46	Moore, Kate A.	12	3	4	.	3	.	2	3	1
42	Miller, Mary E.	10	5	1	.	3	4	2	2	1
2	Mulrooney Cath. H. M.	15	.	1	.	1	1	3	2	1
1	McCallum, Emily E.	12	3	.	.	3	3	2	2	1
42	McGuire, Anna E.	10	5	5	.	2	1	2	1	1
29	Morrison, Fanny E.	11	4	.	.	2	1	1	1	1
11	Macfarlane, Mary J.	4	11	.	11	.	.	.	.	.
13	Noe, Esther E.	11	4	4	.	3	.	2	2	1
20	Northrop, Mary E.	15	.	.	.	2	1	1	2	1
1	O'Brien, Mary A.	14	1	1	.	3	1	2	4	1
27	O'Connell, Elizabeth A.	14	1	3	.	2	1	2	2	1
23	Sterea, Mary	15	.	2	.	3	1	2	2	1
4	Taylor, Mary J.	10	5	.	.	3	3	2	2	1
33	Thompson, Mary F.	7	8	4	.	4	.	2	2	1
1	Vandewater, Mary A.	4	11	.	.	.	.	.	.	.
24	Wandell, Elizabeth S.	5	10	.	.	.	.	.	.	.
48	Walker, Gamma	9	6	2	.	3	.	3	1	1
33	Walker, Josephine	14	1	.	.	2	1	1	2	1
15	Young, Euphemia	11	4	7	.	2	2	3	3	1

CLASS C—FIRST DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Grammar.	History.	Etymology.
W. 33	Adams, Margaret	1	14							
" 28	Baurens, Alice	3	6	1		3	2	1	2	2
" 29	Butta, Amy B.	13	2	2		1	1	1	1	1
" 10	Bliven, Marlon A.	14	1			2	1	2	1	1
" 10	Bliven, Annie A.	13	2			2	1	2	1	1
" 20	Cornell, Florinda	12	3	3		2	1	1	2	2
" 3	Chisholm, Mary	14	1			1	2	1	1	1
" 3	Davis, Mary J.	7	8				4	1	2	3
" 3	Ely, Phebe M.	12	3			2	2	1	2	1
W. 10	Faulds, Sarah J.	14	1		1	2	1	1	1	1
" 5	Gormley, Jane A.	14	1	2		3	2	1	1	1
" 20	Griffiths, Sarah	12	3			2	2	2	5	4
P. 22	Handa, Laura	15		2		3	1	1	1	1
W. 12	Harris, Sarah L.	10	5	2		3	3	3	2	2
" 16	Harnott, Georgiana	12	3	1		2	1	1	2	2
P. 8	Hunter, Sophia D.	13	3			3	2	1	2	1
W. 20	Hamilton, Mary A. T.	13	2	2		3	2	2	1	1
" 19	Hepburn, Mary C.	11	4			3	2	2	1	1
" 19	Hough, Stella	11	4			2	1	3	3	2
W. 13	Kirk, Frances C.	10	5			3	3	4	2	1
" 31	Ketchum, Mary S.	11	4	2		3	2	3	2	4
" 38	Kohler, Rebecca J.	13	2	1		1	1	2	2	1
" 28	Kolb, Sarah M.	13	2			2	2	2	3	1
P. 7	Lockwood, Anna B.	8				2	1	1	1	
"	McLean, Ellen	15				2	1	1	2	1
W. 30	McGill, Mary E.	10	5			3	1	2	2	2
" 26	O'Brien, Kate E.	16				1	1	1	1	1
"	Petrie, Selinda M.	12	3			2	1	1	2	1
W. 47	Requa, Catharine	12	3	1		1	1	1	1	1
" 7	Sampson, Helen	7								
" 31	Sumkins, Sarah E.	14	1			1	2	1	1	1
" 39	Simpson, Angelina F.	11	4			2	2	3	2	1
" 12	Smith, Margaret V.	15				2	1	3	1	1
" 6	Scatliff, Emma J.	13	2			3	1	1	1	1
" 36	Stevens, Frances A.	8	7				6	3	2	3
P. 17	Smith, Olive C.	9	6	1			5	4	3	3
"	Sink, Eliza	11	4			2	3	1	1	1
"	Sharp, Mary A.	11	4			3	3	2	2	1
W. 43	Tone, Laura A.	9	6	1			3	3	2	2
" 32	Van Tine, Henrietta	15		1		1	6	2	1	1
" 48	Woodgate, Mary A.	1	14							
" 3	Wilson, Caroline C.	14	1	2		1	1	2	1	1
" 36	Webb, Abbie G.	14	1			2	1	3	1	1
" 51	Walsh, Margaret	13	2			1	1	1	1	1
" 20	Wehle, Bertha	15		1		1	1	1	1	1
" 38	Willet, Angelean	10	5	1		3	5	2	1	1
"	Willis, Mary E.	14	1	1		1	1	1	1	1
W. 3	Wright, Maria J.	15		1		3	2	3	1	1

CLASS C—SECOND DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Grammar.	History.	Rhymology.
P. 11	Bensel, Margaret E	10				1	1	2	2	1
	Burrows, Mary	4								
W. 18	Bonesteel, Wilhelmina	3	12							
" 20	Charlock, Charlotte B	14	1			3	2	4	1	2
" 20	Clark, Emily M	11	4	1		3	3	1	1	2
" 30	Castello, Mary A	8	7	2		3	3	4	3	3
P. 6	Crummy, Susan E	13	2			3	1	1	1	1
W. 18	Crowley, Julia L	13	2	2		2	1	3	2	1
" 22	Cotter, Henriette	4								
P. 22	Donaldson, Harriet A	2	13		4					
" 3	Donahue, Alice L	11	4	1		2	3	2	1	2
W. 27	Evans, Kate A	13	3	3		3	2	3	1	2
" 15	Gillis, Annie E	12	3	2		3	3	2	2	3
P. 22	Gannon, Margaret A	7	8							
" 5	Giberson, Sarah F	8	7	2			5		3	3
" 37	Geary, Eleanor M	1	14							
W. 6	Garrett, Matilda	12	3	3		1	3	1	1	2
P. 23	Hickock, Rachel	12	3	1		2	1	4	1	1
W. 13	Haddon, Agnes	12	3	1		1	1	4	1	2
" 22	Howe, Cornelia	12	3			1	1	3	2	1
P. 8	Hastings, Eva	10	5			2	4	3	3	2
" 13	Johnson, Gertrude B	7	8	2						
W. 36	Jessup, Emma	8	7			3	3	2	1	2
" 31	Jones, Catharine G	13	2	1		1	1	1	1	1
P. 25	Jollis, Jeannette	13	2	1		1	1	1	1	1
" 2	Lawlor, Mary	15				1	1	2	1	1
W. 39	Lynch, Frances C	9	6	1		2	2	2	3	3
P. 2	Maguire, Ellen	12	3	3		2	2	1	2	2
W. 47	McMann, Emma	12	3			2	3	1	2	2
" 6	McMartin, Mary	8	7	2				1	2	2
" 11	McDonough, Elizabeth	13	2			3	1	2	1	1
P. 3	Murray, Rose A	14	1	2		1	1	2	2	1
W. 15	Messenger, Sarah	1	14							
" 34	Moore, Mary E	7	6		5	2	2	2	2	2
P. 28	Purdy, Lavinia	11	4	1		2	3	2	3	2
" 32	Pethick, Julia J	9	6	1		4	3	2	2	2
W. 33	Ruden, Harriet E	1	14							
P. 28	Reynolds, Annie M	12	3	2		2	1	1	2	2
W. 23	Ryan, Mary A	15		2		1	1	1	1	1
P. 23	Smith, Mary	11	4	1		2	2	2	2	2
W. 19	Stayvesant, Sarah J	10	5	1		3	2	2	2	1
" 29	Snow, Helen L	8	7	3		3	3	3	2	3
" 36	Squires, Mary E	9	6	3		3	2	2	3	3
" 12	Verplanck, Helena	2	13	1						
" 44	Van Alstyne, Josephine	8	7		4	3	3	2	3	2
" 13	Van Vorst, Anna E	10	5	1		3	3	2	2	2
" 30	Van Riper, Annie M	13	2	1		1	1	2	1	1
P. 32	Williamson, Belinda	1	14							
" 20	Wright, Agnes J	12	3			3	3	2	2	2
W. 7	Weaver, Maria	9	7	1		2	2	2	2	2
" 17	Whitten, Anna E	12	3	4		1	2	3	2	1

CLASS C—THIRD DIVISION.

	PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Grammar.	History.	Etymology.
W. 16	Blakely, Amelia	9	6	8		3	3	2	2	3
" 7	Boyd, Maggie A.	10	5	2		3	4	4	3	3
" 27	Barrenpohl, Maria	9	6	4		3	3	3	3	4
" 36	Brush, Anna E.	9	6	1		3	5	3	3	4
" 48	Beec, Elizabeth	15		4		1	1	1	1	1
" 40	Bisco, Deborah	9	6	2		4		4		4
" 10	Cother, Alice E.	10	5	5		3	2	4	3	3
" 29	Carroll, Elizabeth	10	5	2		3	3	4	3	4
" 24	Clancey, Mary E.	8	7	5		4	3	4	5	5
" 29	Carman, Elizabeth W.	8	7	4		3	4	2	2	2
" 17	Dailey, Maria T.	13	1			2	1	2	1	1
" 15	Doyle, Susan	15		3		1	2	1	1	1
P. 21	Duffy, Helen C.	8	7	3		4	2	2	2	3
W. 36	Eppes, Mary E.	10	5	3		3	4	3	3	3
P. 26	Fick, Mary	12	3			1	1	1	1	1
W. 29	Finley, Missouri G.	10	5	1		3	2	3	2	3
	Fox, Mary E.	15				2	1	1	1	1
W. 31	Glasier, Sarah J.	9	6	1		1	1	3	1	1
" 44	Goodenough, Emma J.	9	6	4		3	2	4	3	3
" 8	Hopper, Sarah E.	2	13							
" 28	Harkness, Jane	15			13	1	1	1	1	1
P. 25	Hill, Jane G.	11	4	2		2	2	3	2	1
W. 35	Kennedy, Jane V.	2	13							
" 43	Kinnaird, Christiana M.	10	5		13	2	4	3	2	2
" 15	Lewis, Sarah C.	11	4	1		2	2	1	2	2
" 37	Lawson, Elizabeth	8	7			5	5	2	2	4
P. 1	Meeks, Mary C.	8	7			3	5	4	5	5
W. 42	Mount Hannah	11	4	1		3	3	4	5	5
" 36	Mitchell, Catharine	8	7	4		3	3	3	1	2
" 26	McCanary, Margaret M. A.	13	2	2		2	1	3	3	2
" 21	McLain, Mary	10	5	4		3	2	3	1	3
" 12	McAnley, Susan	8	7	2		3	2	2	1	
W. 32	McMannus, Catharine J.	12	3			2	3	2	2	1
P. 1	McCaffrey, Margaret A. L.	9	6	2		3	3	3	2	3
W. 12	Moor, Martha	10	5	3		3	3	2	2	1
" 13	Noe, Caroline E.	14	1	1		1	1	1	1	1
" 21	O'Connor, Mary	13	2	1		1	1	1	1	1
P. 34	Odell, Susan	9	5			2	1	3	1	2
P. 15	Spilkes, Josephine M.	11	4	1		2	2	3	2	3
" 23	Smith, Jane	7	8			3	1	3	5	4
W. 38	Smith, Margaret	5	10	1		4	3	3	5	4
" 23	Toole, Joanna	10	5	5		2	5	3	3	3
" 20	Voorhies, Emeline	10	5	1		3	5	3	5	4
" 36	Walters, Henrietta	6	9	1			5	3		3
P. 17	Wuennenberg, Addie H.	9	6	1		1	4	3		
W. 37	Williams, Margaret L.	11	4	4						
P. 5	Yergason, Caroline	7	8							

CLASS C—FOURTH DIVISION.

		PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN				
							Arithmetic.	Algebra.	Grammar.	History.	Etymology.
W.	8	Birmingham, Susan A	6	9	1			3	3	3	2
"	6	Brady, Mary E	9	6	5			3	3	2	3
"	8	Baird, Jane C	6	9	1		4	2	3	2	1
"	20	Bell, Mary O	5	10	1						
"	15	Canfield, Caroline L	4	11	1						
"	32	Cronin, Eliza	7	8	1		4	5	3	5	4
P.	3	Cook, Margaret K	3	12							
"	29	Conley, Catharine M F	11	4							
"	34	Comiskey, Mary A.	6	2			3	2		2	2
W	37	Crawford, Sarah L	9	6	1		2	2	3	2	2
"	22	Coleman, Fanny H	1	14							
P	5	Curtiss, Annie M.	7	8	4			4	2	3	
W.	38	Crapeer, Victorine B	12	3	1		1	1	1	2	1
"	29	Duncan, Mary E	11	4			2	2	3	2	2
"	12	Daly, Ellen	2	13							
"	24	Dawson, Lucy M. A	3	12							
"	52	De Lancy, Amelia	13	2			2	1	1	2	1
Wm'n		Denham, Emma	11	4			3	2	1	2	1
		Dishrow, Anna L	12	2			1	1	1	1	1
P.	23	Erlacher, Ellen E	10	5			3	1	4	5	3
		Ferguson, Mary	9	6	2		3	3	1	1	1
W.	17	Fox, Margaret	12	3			3	1	4	1	1
P.	2	Feisty, Mary E	8	7	4		3	2	3	3	3
W.	31	Fitzpatrick, Mary M	10	5	1		2	2	1	1	2
"	26	Fitzgerald, Letitia	13		1		1	1	1	1	1
"	34	Geary, Georgiana.	7	1			3	1			
P.	27	Greene, Mary E	12	3	1		2	1	1	3	2
W.	40	Grafson, Emily R	11	4	2		1	1	1	2	1
W.	17	Kenny, Kate	1	14							
P.	24	Kellogg, Maria	7	8	3		3	2		3	3
W.	43	Kinney, Jane	10	5	1		3	2	1	3	1
P.	16	Moore, Anna	1	13	14						
W.	28	Moore, Anna	7	5				5		3	2
"	30	Moore, Adelia	10	5	2		3	1	2	2	2
"	31	Moore, Ann Amelia	10	5	2		2	2	2	2	
"	36	Macpherson, Ann		5	4		4				
"	27	Marshall, Mary F	2	11							
"	6	McAvoy, Julia	10	5	1		3	5		2	3
"	32	McDonald, Margaret	11	4			3	2	2	3	3
"		McDonald, Emily C	9	6	1		3	1	1	1	2
"	33	Pollock, Charlotte	6	9			4	2	3	3	3
P.	17	Smith, Agnes H.	10	5	3		4	2	2	2	
W.	45	Schreiner, Catharine	3	12							
"		Skelly, Mary C	7								
P.	3	Slote, Annie	2	13							
W.	40	Smith, Amy A	7	8							
"	20	Stratton, Lavonia	11	4			4	5	4	5	4
"	10	Thompson, Kate	13				2	1	2	1	1
"		Tone, Fanny G	7	8	1			4		5	4
"		Udike, Lizzie S	7	8	3		2	1	3	2	4
W	18	Walsh, Agnes M	9	6			1	1	2	1	1
P.	17	Whithead, Sara A	10	5	2		3	2	3	1	3
"	8	Wagner, Elizabeth A.	10	6	2		3	5		2	2
"	34	Wharam, Emily T.	15				1	1	1	1	1
"	7	Young, Isabella	12	3	3		2	1	2	2	

CLASS D.

	PUPILS' NAMES.	Present.	Absent.	Late	Excused.	GRADE IN				
						Arithmetic.	Algebra.	Grammar.	History	Physical Geography
W. 48	Allen, Mary E.	11	15		15					
" 9	Brennan, Mary J.	11	4	1		3	2	4	3	2
P. 29	Brown, Harriett J.	9	6	3		3	2	2	2	4
" 22	Buckbee, Mary A.	5	3	1						
W. 52	Burke, Frances E.	9	6	1		2	1	3	1	1
" 15	Carman, Cornelia E.	14	1	5		3	5	3	5	4
" 38	Cassidy, Letitia	3	12	1						
" 15	Carman, Amanda M.	6	7	2		4		3		
" 4	Cook, Adelia A.	7	6	5			3		5	4
" 26	Cronly, Rose B.	14	1	4		1	2	2	1	3
P. 6	Dibben, Annie.	5	4							
	Dewey, Harriet E.	5		1						
W. 20	Eddy, Hannah J.	1	14							
P. 25	Fairgrave, Lizzie E.	11	2	1		1	1	1		
W. 39	Freeman, Eliza A.	10	5			3	4	4	5	4
" 5	Grace, Mary S.	4	11	3			4		5	5
" 1	Gill, Theresa M.	10	5	4			4	3	2	3
" 37	Green, Louisa.	9	6			3	3	3	1	3
" 22	Green, Eugenia.	5	10	4		4	5	4	5	5
" 5	Gray, Charlotte	4	11	3			4	3	3	5
" 24	Gallagher, Catharine.	2	13		13					
" 15	Gillfillan, Elizabeth.	11	4	1		3	2	1	1	1
" 31	Hannah, Mary A.	13	2	3		1	1	1	1	1
" 6	Hammond, Mary E.	11	4			1	2	3	2	1
P. 6	Hopper, Maria.	4	11	2	11		5		3	5
W. 5	Hayes, Ellen.	11	4	6		2	2	3	3	3
" 48	Harwood, Cordelia G.	1	14							
P. 15	Hoffmire, Sarah E.	11	4				2	3	2	2
W. 26	Hussey, Eliza.	12	1	5		1	1	1	1	2
P. 1	Johnson, Marg't Y.		15		15					
" 1	King, Mary G.		15		15					
" 29	Kerr, Catharine.	4	3							
W. 51	Kelly, Mary E.	10	5	4		2	2	2	2	2
" 15	Ketchum, Anna.	12	3	4		4	3		5	4
" 7	Knapp, Sarah P.	11	4	1		3	2	1	3	3
" 17	Law, Elizabeth T.	1	14							
" 42	Loos, Pauline L.	12	3	1		1	1	1	1	1
	Leggett, Elizabeth H.	15				1	1	1	1	1
	Megary, Margaret.	1	14							
W. 34	McTier, Mary E.	12	3	6		2	2	2	2	3
" 36	Madden, Anna.	8	7	2			4	3	5	4
" 1	Martin, Rose T.	9	6	2		3	4	2	1	4
" 36	Messinger, Joanna E.	1	14							
" 28	O'Brien, Jane.	5	3	1						
" 23	Orton, Julia P.	9	5	5			3	3	5	4
Miss'n	Olsen, Emma.	13	2			1	1	1	1	1
W. 5	Perham, Mary E.	8	9	3		3	3	4	2	4
" 4	Parmenter, Helena.	1	14							
P. 3	Phillips, Hannah A.	13	2	3		3	2	2	3	
W. 7	Souer, Arzelia.	8	7			3	3	1	3	
P. 20	Smith, Mary J.	10	5	2			3		3	
	Totten, Mary C.	12	3	2		3	3	3	1	
W. 36	Turner, Anna E.	6	9	1			3		5	
P. 27	Vinton, Fanny C.	2	13	1						
W. 38	Vandewater, Susan.	2	13							
" 6	Willson, Elizabeth H.	12	3			1	2	2	2	1
" 41	Wesson, Elizabeth.	2	13							
	Welch, Mary A.	5								

CLASS D.

		PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN				
							Arithmetic.	Grammar.	History.	Physical Geography.	Algebra.
P.	9	Albertson, Catharine E	7	5	4	.	.	4	.	.	3
W.	48	Allen, Mary E	2	10	.	.	.	.	.	.	.
"	9	Brennan, Mary J.	9	3	.	.	4	4	3	3	3
P.	29	Brown, Harriett J.	5	7	3	7	3	1	3	3	3
"	33	Burke, Frances	2	10	.	10	3	3	.	.	3
W.	15	Carman, Cornelia	7	5	.	4	4	3	3	.	3
"	38	Cassidy, Letitia .....	.	12	.	12	.	.	.	.	.
"	15	Carman, Amanda M.	1	11	1	11	.	3	.	.	.
"	4	Cook, Adelia H.	6	6	6	.	.	3	3	3	3
"	26	Cronly, Rose R.	9	3	.	3	1	3	1	3	3
"	20	Eddy, Hannah J. ....	.	12	.	.	.	.	.	3	3
"	39	Freeman, Eliza A.	5	7	3	.	.	4	3	3	3
"	5	Grace, Mary S.	4	8	3	3	3	3	.	3	3
"	1	Gill, Theresa M.	8	4	2	.	.	4	1	3	3
"	32	Green, Eugenia	8	4	6	.	3	4	3	3	3
"	5	Gray, Charlotte	5	7	2	.	.	.	3	.	.
"	15	Gilfillan, Elizabeth	7	5	3	.	3	3	3	3	3
"	31	Hannah, Mary A.	8	4	3	.	4	2	3	3	3
"	6	Hammond, Mary E.	7	5	.	3	1	3	2	2	1
P.	6	Hopper, Maria	3	9	.	9	5	4	3	3	3
W.	5	Hayes, Ellen	8	4	.	3	2	3	2	3	3
"	48	Harwood, Cordelia G.	2	10	2	4	.	2	.	.	.
P.	15	Hoffmire, Sarah E.	2	10	.	.	.	2	.	.	.
W.	17	Kelly, Mary E.	7	5	3	5	2	3	2	3	2
"	15	Ketchum, Anna.	9	3	3	.	4	3	3	3	3
"	7	Knapp, Sarah F.	6	6	.	6	4	2	.	.	3
"	17	Lewis, Elizabeth T.	5	7	2	3	4	3	3	.	3
"	42	Loss, Pauline L.	10	2	.	.	1	3	1	1	1
"		Leggett, Elizabeth H.	3	.	.	.	1	1	1	.	1
W.	32	Mahon, Catharine F. ....	.	12	.	4	.	.	.	.	.
"		Megary, Margaret	2	10	1	.	.	.	.	.	.
W.	34	McTier, Mary E.	9	3	2	.	2	3	2	3	2
"	36	Madden, Anna	5	7	4	.	3	3	.	.	.
"	1	Martin, Rose T.	8	4	2	4	3	3	2	3	3
"	36	Messenger Joanna E. ....	.	12	.	.	.	.	.	.	.
"	32	Orton, Julia P.	6	6	4	.	.	4	3	3	3
Miss'n		Olsen, Emma	2	1	.	.	.	1	.	.	1
W.	5	Perham, Mary G.	7	5	2	1	3	4	3	3	3
"	4	Parmenter, Helena .....	.	12	.	.	.	.	.	.	.
P.	3	Phillips, Hannah	9	3	.	.	2	2	2	3	2
W.	7	Souer, Amelia	6	6	1	3	3	3	3	3	2
P.	20	Smith, Mary J.	6	6	1	4	.	.	.	.	3
W.	38	Turner, Anna E.	3	9	1	.	.	3	3	.	3
P.	37	Vinton, Fanny C.	2	10	.	4	.	.	.	.	.
W.	38	Vandewater, Susan .....	.	12	.	.	.	.	.	.	.
"	8	Wilson, Elizabeth	6	6	.	3	3	3	.	3	3
"	41	Wasson, Elizabeth	1	11	.	4	.	.	.	.	.

MALE NORMAL SCHOOL.

QUARTERLY REPORT TO APRIL 1st, 1859.

CLASS A.

(RECITATIONS REQUIRED: 75.)

School.	PUPILS' NAMES.	Present.	Absent.	Late.	Left.	Recitations.	Greek.	Latin.	Geometry.	Trigonometry.	Algebra.	Rhetoric.	History.
2	John Demarest	24	1	.	9	71	1	1	1	1	1	1	1
3	Geo. Brinkerhoff	25				74	1	1	1	1	1	1	1
10	George H. Moore ..	11	14		7		2	2	3	4	2	2	1
18	William Carlisle ..	21	4		18	35	1	1	2	3	3	4	3
20	George A. Leonard...	5	20		3	10	2	2	3	3	3	4	
20	John C. Jones.	8	19	2	3	9	2	3	4	4	3	3	2
21	Wm G. Raywood ..	5	20	3	2	4	3	3	3	3	2	3	3
21	William Byrne	9	15	1	.	25	3	3	1	2	1	3	4
23	Thomas Gibbons	6	19	1		21	3	3	2	2	3	4	3
24	Matthew Murphy...	3	22		1	10	3	3	2	3	1	3	3
29	James B. Treanor ...		25										
30	Francis Gallagher ..	7	18	1		18	3	3	2	2	2	4	4
	James McCormick ..	10	15	9	1	20	3	3	3		3		
	James Bernie	25		3	1	74	1	1	1	1	1	1	1
	Edward Kelly	12	13	4	2	45	2	2	1	1	1	3	3
	Judson Decker	6	19		1	18	1	1	1	1	1	1	1

CLASS B.

(RECITATIONS REQUIRED. 75.)

School.	PUPILS' NAMES.	Present.	Absent.	Late.	Left.	Recitations.	Latin.	Geometry.	Algebra.	Arithmetic.	Grammar.
5	James F. Gilchrist ..	22	3			62	1	1	1	2	1
5	Edward Delaney ..	21	4			53	2	1	1	1	1
11	Silas W. Randall ..	18	7	2		48	1	1	2	1	1
12	Oscar Hinchman ..	17	8	8		32	2	4	4	2	2
14	James R. Pettigrew...	22	3		3	40	3	1	1	1	2
17	Charles F. Hartmann.	25			5	64	2	1	1	1	1
18	Thomas E. Cooy ..	7	18	1	1	10	2	3	3	2	2
20	James W. Graff ..	1	24	1		1					
23	Henry T. Carroll ..		25								
31	William Berry ..		25								
31	William Souard ..		25								
34	Benjamin Y. Concklin	1	24		1	1					
35	George L. Burr ..	2	23	1	1						
40	Jacob Kirkner ..	1	24			1	2				
40	John H. Myers ..		25			1	1				
41	Charles W. Smith ..		25								
42	Archibald Erskine ..	24	1			67	2	1	1	1	1
	Andrew Carter ..	20	5	10		57	2	2	2	1	1
	Charles Bulkley ..	24	1			49		1	1	1	1
	Joseph Kilpatrick ..	11	14	1	3	18	2	2	2	1	2
	Michael McGinn ..	18	7	10		45	2	2	3		2

CLASS C.

(RECITATIONS REQUIRED: 75.)

School.	PUPILS' NAMES.	Present.	Absent.	Late.	Left.	Recitations.	Latin.	Geometry.	Algebra.	Arithmetic.	Grammar.
8	James Toal	7	18	2	3	9	4	4	4	4	4
10	Galen C. Thatcher	4	21	.	1	9	3	4	3	4	3
17	Fred. W. James	5	20	.	.	7	4	5	5	4	2
21	Roger T. Wheelan	23	2	.	.	52	3	2	2	1	2
23	Owen J. Weir	1	24	.	.	3	5	5	5	5	5
27	William H. Post . . . . .	.	25	.	.	.	.	.	.	.	.
44	Samuel Moorehouse	7	18	.	3	15	2	4	2	2	1
	Jacob S. Woodworth	22	3	10	.	53	1	1	1	1	1
	Samuel Patterson	23	2	.	.	69	1	2	1	2	2
	John C. Doheny	3	22	.	.	8	4	4	4	5	5
	Paul Brinkerhoff	23	2	.	.	64	2	3	3	2	2
	William B. Wood	24	1	2	.	69	2	2	1	2	2
	John Dascon	11	8	1	1	27	2	2	1	2	2
	Robert B. MacLay	8	2	.	.	16	3	2	2	1	2
	Peter Wilson	8	.	.	.	15	2	2	1	2	2
	Maskell E. Fox	25	.	.	1	74	1	1	1	1	1
	James Yereance	25	.	.	1	73	1	1	1	1	1
	Francis Haggerty	16	9	3	2	57	1	1	1	3	2

On register, January 1st, 1859. 64

Admitted during quarter 4

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68

Discharged. 13

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On register April 1st, 1859. 55

Average attendance

TEACHERS.

DAVID PATTERSON, WILLIAM H. WOOD,
JOHN G. McNARY.

NEW-YORK, April 1st, 1859.

REPORT OF COLORED NORMAL SCHOOL

FOR THE QUARTER ENDING MARCH 31, 1889.

School.	PUPILS' NAMES.	Present.	Absent.	Late.	Excused.	GRADE IN STUDIES.				
						Arithmetic.	Grammar.	Astronomy.	Algebra.	Geometry.
CLASS A.										
C. G. No. 1	Peter H. Loveridge. . . .	11	1	2	1	1	1	1	2	2
C. G. No. 2	John B. Porter.	12	.	.	.	1	1	1	1	1
CLASS B.										
O. G. No. 1	Wright Seaman	10	2	.	2	1	1	1	2	2
C. G. S. 1	Peter S. Ewell.	10	2	.	.	1	2	2	2	3
C. G. S. 2	Caroline Hamilton.	10	1	2	1	1	1	1 $\frac{1}{2}$	3	3
C. G. S. 2	Helen M. Clow.	11	1	3	.	1	1 $\frac{1}{2}$	1 $\frac{1}{2}$	3	3
C. G. S. 1	Catharine A. Thompson. .	11	1	.	.	1	1	1	2	2
C. P. S. 5	Sarah A. Hamilton	10	2	.	2	1	1	1	3	4
CLASS C.										
C. P. S.	Albert J. Ewell.	7	5	4	5	1	2	2	1	4
C. P. S. 1	Mary E. Williams.	9	3	.	3	2	1 $\frac{1}{2}$	2	3	4
C. G. S. 2	Rita Johnson.	10	2	.	2	1 $\frac{1}{2}$	2	2	3	4
C. G. S. 2	Emily Thomas	11	1	.	.	1	1	1	3	4
C. G. S. 2	Elizabeth Spencer	7	5	.	.	3	2	2	4	5
CLASS D.										
P. S. 2	Ellen L. Treadwell	7	5	.	5	1	1	2	.	.
C. G. S. 2	Angeline Dawley.	10	2	.	2	1	1	2	.	.
C. G. S. 2	Catharine Harley	10	2	.	2	1	2	2	.	.
C. G. S. 1	Rhoda S. Ledgers	12	.	.	.	1	1	2	.	.
CLASS E.										
C. G. S. 1	Mary A. Griffin	12	.	.	.	1	1	2	.	.
C. G. S. 1	Mary F. Allen	11	1	.	.	1	1	2	.	.
C. P. S. 5	Margaret Glegg	10	2	.	2	1	1	2	.	.
P. S. 1	Adeline Ogden	12	.	.	.	1	1	2	.	.

No. 13.

**DEPARTMENT OF PUBLIC INSTRUCTION,
STATE OF NEW-YORK.**

BOARD OF EDUCATION,

CITY OF NEW-YORK, OCTOBER 5, 1859.

MR. BENEDICT presented a Report from the Committee on Annual Estimate and Apportionment, on the Estimate of the probable amount to be raised for the year 1860, for the purpose of meeting the current annual expenses of Common School Instruction.

Ordered, That said Report be laid on the table and printed.

THOMAS BOESE,
Clerk.

REPORT.

To the Board of Education :

The Committee on the Annual Estimate and Apportionment respectfully report :

That the Committee have made an estimate of the probable amount to be raised for the year 1860, for the purpose of meeting the current annual expenses of Common School Instruction, and present the same to the Board in the form of a Report to the Board of Supervisors, as follows :

DEPARTMENT OF PUBLIC INSTRUCTION,

IN BOARD OF EDUCATION.

NEW-YORK, *October 5, 1859.*

To the Board of Supervisors of the City and County of New-York :

In pursuance of the first subdivision of the third section of the Act to amend, consolidate, and reduce to one Act, the various Acts relative to the Common Schools of the city of New-York, the Board of Education hereby reports an estimate of the amount, over and above the sum specified in the fifteenth section of the said Act, which will be required during the year 1860, for the purpose of meeting the current annual expenses of public instruction in said city, as follows :

For the salaries of Teachers and Janitors in the	
Ward and Primary Schools.....	\$650,000
For the incidental expenses of said schools.....	75,000

For Pianos.....	\$10,000
For the support of the Free Academy.....	45,000
For repairs to the Free Academy building.....	2,000
For the support of Normal Schools.....	20,000
For apportionment to the Corporate Schools.....	30,000
For repairs through the Shop.....	10,000
For the support of Evening Schools.....	70,000
For books, stationery, and other supplies for the Depository.....	95,000
For rent of School premises.....	15,000
For salaries of Superintendents, Clerks and other officers connected with the Board.....	26,000
For incidental expenses of the Board, including Printing.....	10,000
For purchasing, leasing, and procuring sites, for erecting buildings, and for furnishing, fitting up, altering, enlarging, and repairing the buildings and premises under their charge, for the support of schools which shall have been organized since the last annual appor- tionment of the school moneys, made by the Board, and for such further sum or sums as may be necessary for any of the purposes au- thorized by said Act.....	230,000
Estimated deficiency for 1859	26,052
	<hr/>
	\$1,314,052

And the Board of Education hereby reports, that after deducting from the said aggregate amount of \$1,314,052 the amount of moneys apportioned to the county of New-York, referred to in the fourteenth section of said Act, and the several sums of money directed to be raised by the fifteenth section of the same Act, the Board of Education estimates that the balance will be the amount over and above the sum specified in the fifteenth section of said Act, which will be required for the purposes specified in the said fifteenth section.

And the Committee recommend for adoption the following resolution :

Resolved, That the foregoing estimate be duly authenticated under the seal of this Board, in duplicate, and submitted to the Board of Supervisors and to the Board of Finance Commissioners, as provided by law.

All which is respectfully submitted.

ERASTUS C. BENEDICT,	}	<i>Committee on Annual Estimate and Apportionment.</i>
CHARLES McCAY,		
ROBERT S. GLOVER,		

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No. 15.

DEPARTMENT OF PUBLIC INSTRUCTION,

STATE OF NEW YORK.

BOARD OF EDUCATION,

CITY OF NEW YORK, DECEMBER 7TH, 1859.

r. FAIRMAN presented a report from the Committee on Teachers, to whom was referred so much of the President's Inaugural Address as relates to Teachers and Salaries, submitting a By-Law for grading the Salaries of the Principals and Vice-Principals of the several Schools, based on the average annual attendance of said Schools.

ordered, That said Report be laid on the table, and printed.

THOMAS BOESÉ,
Clerk.

THE BOARD OF EDUCATION :

he Committee, to which was referred so much of the President's address as relates to Teachers and Salaries, respectfully submit the following Report :

Our Committee have given this subject their careful and

protracted attention, and have attempted to exhaust every source of information, and examine all the theories which have been offered for the solution of this question, before deciding on any definite plan. They have, furthermore, striven to isolate their minds from the many private interests to be affected by any change which the well-being of the system may require, and throughout their entire labors, have been profoundly impressed with the importance of the subject, and earnestly interested in bringing this department of the public service into such a shape as to reflect, in some measure, the intelligence and prudence which the public are justified in expecting at the hands of the Board of Education.

Your Committee have, at every stage of their labors, been confronted with new evidences of the serious inconveniences attending the operation of the present system.

Among the many marked defects brought to their notice are the following:

1st. There is no check upon the action of the local Board, with the exception of a resolution of the Board of Education limiting the salaries of Male Principals, the inconsistency of which is seen in the fact, that this does not prevent any local Board from engaging a subordinate teacher, at a greater salary than the Principal receives.

2d. The competition that frequently exists between Wards, bidding against each other for the services of a teacher, out of the common fund entrusted to the Board of Education, to be judiciously and economically disbursed; such contests ending in the triumph of the local Board that will offer the largest amount.

3d. The great disparity in salaries paid to persons holding the same relative positions in the different schools.

4th. The serious injustice done to those Ward Boards which, actuated by economical considerations, have their teachers withdrawn for positions of equal grade in other Wards, by the offer of greater salaries.

5th. The inequality of remuneration for increased responsibility. At present, a grade of salaries is paid to schools of very limited attendance, as great as to those of treble the size.

6th. The steady increase of salaries from year to year, without a corresponding increase in attendance of pupils, as particularly shown in an advance of over four per cent. for the four months ending 30th April, 1859. (See Schedule No. 3.)

7th. No other considerable department of the public service is left in such a chaotic state, where system is possible.

8th. While the Board of Education are required to make an estimate in advance, of each year, as to what will be expended for salaries of teachers, the Board takes no measures to secure a result in accordance with the estimate; and as it now is, the salaries of last year form no reliable basis for those of the current year.

As a basis for the conclusions at which your Committee have arrived, and to facilitate an intelligent survey of the subject, the following Schedules are presented:

No. 1 is a general table, "showing the annual salary paid to each teacher employed in the Public Schools, in the city of New York," &c., on the 30th April, 1859.

No. 2, showing the amount paid for the special tuition, viz., Music, Drawing, French, Lectures, and Writing, in each of the Wards, with the sum total for each division in the entire city.

No. 3, showing the increase of salaries in each of the Wards, for the four months ending on the 30th April, 1859.

No. 4 furnishes such full information in regard to the salaries of assistants, as will facilitate an understanding of the part of the proposed scheme in regard to this class of teachers.

From Schedule No. 1, the greatest irregularity in the salaries paid in the different schools may be plainly seen in the following synopsis:

MALE DEPARTMENTS.

No. of Principals at \$1,500.....	36
“ “ between \$1,200 and \$1,500.....	7
“ “ under \$1,200.....	2
“ Vice-Principals at \$1,200.....	6
“ “ “ 1,100.....	5
“ “ “ 1,000.....	22
“ “ under \$1,000.....	11
“ First Assistants at \$1,000.....	2
“ “ “ “ 900.....	0
“ “ “ “ 850.....	4
“ “ “ “ 800.....	17
“ “ “ under \$800.....	22

FEMALE DEPARTMENTS.

No. of Principals at \$800.....	3
“ “ “ 750.....	2
“ “ “ 700.....	25
“ “ under \$700.....	11
“ Vice-Principals at \$600.....	0
“ “ “ 550.....	9
“ “ “ 500.....	17
“ “ under \$500.....	15
“ First Assistants at \$500.....	3
“ “ “ “ 475.....	1
“ “ “ “ 450.....	3
“ “ “ under \$450.....	34

From Schedule No. 2, it will be seen, that for tuition in the French language, there is paid the sum of \$3,650. This amount is probably swelled by books for the same to an expenditure of \$4,000.

Schedule No. 3 shows the marked increase in salaries for the four months ending April 30th of the present year. The average increase is $4\frac{2}{3}\%$ per cent.

In the remainining schedules, your Committee beg leave to call

attention to the marked difference in the size of the classes of the Male, as compared with the Female Departments in the same buildings and Wards. The average attendance for each class taught by teachers, under the grade of Vice-Principals, in the Male Departments of Grammar Schools, is 37; in the Female Departments of Grammar Schools, is 32. But this disparity is particularly marked, when school is compared with school, or department with department.

The average of each class taught by Assistants of Upper Female Department No. 47 15th Ward, is.....						27
Of Lower Female Department No. 47 15th Ward, is....						50
" Male	"	"	35	"	"	.... 43
" Female	"	"	33	20th	"	.... 25
" Male	"	"	48	"	"	.... 35
" Female	"	"	50	18th	"	.... 26
" Male	"	"	40	"	"	.... 48
" Female	"	"	12	7th	"	.... 27
" Male	"	"	"	"	"	.... 45

The average of each class taught by Assistants:						
Of Female Departments No. 42, Tenth Ward—is						. 28
" Male	"	"	"	"	"	. 40
" Female	"	No. 1,	Fourth	"	"	. 17
" Male	"	"	"	"	"	. 30

Comparing the Male Departments with each other, we find the average number in a class ranging from fifty-seven in one school, down to thirteen in another. Comparing Female Departments with each other, the average for schools varies from fifty down as low as seventeen.

Comparing the Primary Schools and Departments, we find the average in each class varying from seventy-four down as low as twenty-one.

It does not appear from Schedules 4, 5, and 6, that the amount of remuneration given to Assistants in those Schools, in which the classes are large, is greater than in those schools where the classes are small.

Take for example the following:

Male Departments of Grammar Schools.

No. 35, 15th Ward, 43 in class, average paid Assistants,	\$492
" 11, 16th " 49 " " " "	459
" 45, " " 54 " " " "	490
" 40, 18th " 48 " " " "	475
" 14, 21st " 44 " " " "	379
" 24, 6th " 39 " " " "	700
" 23, " " 34 " " " "	612
" 7, 10th " 31 " " " "	491
" 34, 13th " 31 " " " "	454
" 4, " " 32 " " " "	454
Average in five schools, with forty or more in a class,	459
" " " under forty in a class,	542

Female Departments.

No. 47, 15th Ward, Junior Department, 50 in class, } average paid Assistants, }	\$341
" 45, 16th " 46 " " " "	318
" 11, " " 40 " " " "	318
" 3, 9th " 44 " " " "	285
" 13, 17th " 39 " " " "	255

Female Departments.

No. 47, 15th Ward, Senior Department, 21 in class, } average paid Assistants, }	\$433
" 33, 20th " 25 " " " "	304
" 50, 18th " 26 " " " "	327
" 26, 6th " 28 " " " "	450
" 24, " " 34 " " " "	450
Average of 5 Female Departm'ts with more than 35 in class	303
" " " " less "	393

An examination of Primary Schools and Departments shows the same remarkable disparity.

While your Committee do not think that any system can be arranged that would keep classes of the same size, they think it must be apparent to any candid examiner that the above discloses a very singular state of things in the different Wards.

We are further able to see, that there is a considerable number of schools, in which the Assistants, with scarcely more than one-half or two-thirds as many pupils as are to be found in corresponding classes in other schools, have greatly increased remuneration—that is, with half or two-thirds work and responsibility, they have one-third or one-fourth more pay.

Your Committee would respectfully call the attention of the Board to the propriety of combining the Primaries, sometimes called Double Primaries, composed of boys and girls, and though held in the same building, having two Principals and Vice-Principals.

In such cases, the expense might be very materially lessened by combining them under one Principal and Vice-Principal. Not only would the expense be diminished, but the efficiency of the schools would, in the opinion of the Committee, be greatly increased.

In the by-law annexed, which the Committee offer to your Board as an approach, at least, to systematizing this difficult subject, they have aimed at as much simplicity as was compatible with its complex nature.

In arranging a schedule of salaries, it would seem that a simple plan would be, to fix on a certain amount per scholar, and appropriate to each Ward its own share. But this involves serious difficulties; for primary instruction does not cost one-half as much as that of the upper departments, and thus in those Wards where the primary children greatly outnumber those in upper schools, the appropriation, at a given rate throughout, would furnish to them an excessive amount of money. In those Wards, on the other hand, where the Grammar School pupils are equal in number, or fewer than the primary pupils, there would be a great deficiency. Another simple plan would be, to assign certain salaries for fixed positions; as, for instance, so much for Principal, Vice-Principal, First Assistant, Second Assistant, and so on through any number of grades. However suitable this might appear, at first sight, it is only proper in those cities where, by a complete system of districting, each school is confined to its own territory, and where, by proper care in placing schools, the attendance is kept pretty equal, and the number of teachers in each

school nearly the same. But in our city, no such districting for school purposes exists; and with the present location of the schools, the city could not be districted; for many of the schools are so grouped together, while others have so large a territory, that any such arrangement would only involve us in inextricable confusion. Again, were the system of fixed salaries for uniform positions applied to the schools as they now are, the smaller schools would have greatly the preponderance over the larger. If a school of 200 pupils with six teachers, exclusive of the Principal, be compared with a school of 500 pupils with twelve teachers, exclusive of the Principal, this will be readily apparent.

Grammar School with 7 Classes.			Grammar School with 12 Classes.		
Principal.....			Principal.....		
Vice-Principal.....		\$1000	Vice-Principal.....		\$1000
1st Assistant.....		800	1st Assistant.....		800
2d ".....		600	2d ".....		600
3d ".....		500	3d ".....		500
4th ".....		450	4th ".....		450
5th ".....		400	5th ".....		400
			6th ".....		350
			7th ".....		325
			8th ".....		300
			9th ".....		300
			10th ".....		250
			11th ".....		250

In the larger schools the classes taught by 7th, 8th, 9th, 10th, 11th Assistants correspond to those taught by 4th and 5th in the smaller.

Such a plan would, therefore, be open to the most serious objections; inasmuch as the lowest grade of pupils in the smaller schools would be taught by persons of higher position and salary than the same grade of children in the larger schools. This would not only make the smaller schools greatly more expensive, but would be an injustice to the children of the city, as well as to the teachers of the schools themselves.

Your Committee, therefore, felt that any plan which should be found suited to the schools would, in some way, spring out of their own peculiar wants. The Committee have divided their plan into two parts: the settlement of the salaries—1st, of Principals and Vice-Principals; 2d, of Assistants under Vice-Principals. They have deemed this division of the plan judicious,

because every Department needs a Principal, and if a Grammar Department, with over 150 in attendance, or a Primary with over 250, a Vice-Principal also.

Any fixed average per scholar which would be reasonable and economical for the larger schools, would, in the case of the smaller schools, prevent them from being properly officered. By separating the salaries into these two classes, the advantage is gained of making a discrimination in the case of schools where the responsibility is greatly increased by increase of attendance. Such a discrimination has been long felt to be a necessity. There is scarcely a single department of professional life in which it is not regarded. But the Committee have limited this discrimination to the Principal and Vice-Principal. It cannot be placed lower, because the duties of subordinates below that position, are not in any way increased by a greater attendance of pupils in the school, that being met by an increase in the number of teachers.

The Committee question whether the labors of the Vice-Principal are greatly increased by a large school, because these labors are generally confined to the class-room; but, inasmuch as the absence or sickness of the Principal may occasionally throw the burden of the school on the Vice-Principal, it may be proper to unite this officer in the arrangement. The Committee have further limited the proposed increase of compensation to 400 in the Grammar Departments, and 500 in the Primaries. This makes a limit proper and reasonable.

With reference to the 2d part of the plan; the mode of regulating the salary expense for Assistants, the number of Assistants, and their individual salaries, is left entirely to the local Board, but the amount to be expended is definite. Within that limit, each Ward Board has supreme power.

The Committee, in explanation of several of the schedules, beg leave to add, that the average attendance for the year was taken in preference to that of the month ending April 30th. The month of April is generally a broken month in the schools, and inasmuch as the plan proposes to make the annual average a basis in future, this seemed the fairest mode.

In deducting 30 from the average attendance for the upper class taught by the Vice-Principal, in Grammar Schools, and

45 in the Primaries, to find the gross and average number taught by assistants, the Committee have been guided by the opinion of a number of the oldest teachers, many of whom thought that for the Grammar Departments, the number rather small than too great. The average number in each class in the different schools was then found by dividing the remainder, after making the deductions by the number of Assistants.

In conclusion, the Committee beg leave to report the following By-Law for the action of the Board:

The maximum salary for Male Principals of Grammar Departments, with an average attendance of two hundred or under, shall be \$1,500 per annum, and the maximum salary for Vice-Principals in the same, shall be \$1,000 per annum.

An increase of \$50, shall be allowed to the Male Principals, and of \$30 to the Male Vice-Principals, for each additional 40 pupils beyond an average of 200, said increase to end when the annual average shall have reached 400.

The maximum salaries of Female Principals of Grammar Departments, with an average attendance of two hundred, or under, shall be \$650 per annum; and of Vice Principals, shall be \$500 per annum.

An increase of \$30 shall be allowed to the Female Principals of Grammar Departments, and of \$20 to the Vice-Principals, for every additional 40 pupils beyond an average of two hundred, said rate of increase to cease when the annual average shall have reached 400 pupils.

The maximum salary of Principals of Primary Departments, and schools with an annual attendance of 300, shall be \$550 per annum, and of Vice-Principals for the same, shall be \$400 per annum.

An increase of \$30 shall be allowed to the Principals, and of \$20 to the Vice-Principals of Primary Departments, and schools, for each 40 pupils beyond an average of 300, said rate of increase to cease when the average shall have reached 500 pupils.

The compensation of Assistants under the grade of Vice-Principal shall be left to the local Ward Boards; but the gross amount paid to the Assistants in any Grammar Department, Primary Department, or Primary School, shall not be greater than the amounts obtained according to the following rules:

FOR MALE GRAMMAR SCHOOLS.

1st. The amount to be paid to Assistants, shall be obtained by deducting 30 from the last annual average attendance, and multiplying the remainder by \$12 per pupil.

FOR FEMALE GRAMMAR SCHOOLS.

2d. The amount to be paid to Assistants, shall be obtained by deducting 30 from the last annual average attendance, and multiplying the remainder by \$10 per pupil.

FOR PRIMARY DEPARTMENTS AND PRIMARY SCHOOLS.

3d. The amount to be paid to Assistants, shall be obtained by deducting 40 from the last annual average attendance, and multiplying the remainder by \$5 per pupil.

The average attendance for the year shall be obtained on the 31st day of December of each year.

Believing that a careful perusal of the accompanying Schedules, will furnish all intelligence essential to a clear view of this important subject, we refrain from further comments, and confidently unite in recommending the foregoing action as calculated to remedy the leading defects of the present system, and reduce this complex subject to so much of system as will enable the public at large, from a perusal of future Reports, to understand the mode in which the funds entrusted to the Board of Education are disbursed, and judge intelligently of the fidelity of their servants.

All of which is respectfully submitted.

JAMES FAIRMAN,	} Committee on Schools.
R. S. GOULD,	
HUGH McCABE,	

SCHEDULE No. 2.

Ward.	Music.	Drawing.	French.	Lectures.	Writing.
First,	\$300	\$300	....	\$540	....
Fourth,	450	....	....	540	....
Fifth,	400	200	\$300	300	....
Sixth,	750	400	250	....	....
Seventh,	600	....	....	....	....
Eighth,	625	150	150	....	\$100
Ninth,	620	200	200	....	....
Tenth,	750	600	....	....	....
Eleventh,	850	250	....	540	....
Twelfth,	1,440	....	500	....	....
Thirteenth,	600	400	....	1080	....
Fourteenth,	500	300	....	....	....
Fifteenth,	600	....	550	720	....
Sixteenth,	600	....	400	288	500
Seventeenth,	300	300	....	....	....
Eighteenth,	400	150	550	....	.. .
Nineteenth,	200	450	....	....	....
Twentieth,	1,325	550	350	....	400
Twenty-first,	200	....	....	....	....
Twenty-second,	730	300	400	....	....
Total,	\$12,240	\$4,350	\$3,650	\$4008	\$1,000

SCHEDULE No. 3,

*Showing the increase per cent. for the four months ending
April 30, 1859.*

WARD.	Total, Dec. 31, 1858.	Total, April 30, 1859.	Increase, April 30, 1859	Per centage of Increase since December 31.
1.....	13,100	13,300	200	.01 $\frac{5}{10}$
4.....	23,325	24,450	1,125	.04 $\frac{5}{10}$
5.....	16,900	17,500	600	.03 $\frac{5}{10}$
6.....	25,380	25,175	(Dec. 205)	(Dec. 00 $\frac{8}{10}$)
7.....	30,700	29,775	(" 925)	(" .03)
8.....	28,275	28,425	150	.00 $\frac{5}{10}$
9.....	33,250	35,025	1,775	.05 $\frac{3}{10}$
10.....	39,900	41,525	1,625	.04
11.....	44,050	44,625	575	.01 $\frac{3}{10}$
12.....	28,610	30,150	1,540	.05 $\frac{4}{10}$
13.....	28,300	29,400	1,100	.03 $\frac{8}{10}$
14.....	29,100	29,350	250	.00 $\frac{8}{10}$
15.....	23,225	24,200	975	.04 $\frac{1}{10}$
16.....	34,025	34,725	700	.02
17.....	21,100	21,825	725	.03 $\frac{4}{10}$
18.....	22,975	24,500	1,525	.06 $\frac{6}{10}$
19.....	9,200	10,250	1,050	.11 $\frac{4}{10}$
20.....	33,275	38,650	5,375	.16 $\frac{1}{10}$
21.....	24,082	25,369	1,287	.05 $\frac{3}{10}$
22.....	28,985	32,250	3,265	.11 $\frac{2}{10}$
Average for the whole.....				4 $\frac{74}{100}$

SCHEDULE No. 4,

Showing the number of Assistants in each Department and Primary School; the total amount paid said Assistants, and the average in each Department and Primary.

SCHEDULE No. 4.—(Continued.)

Ward.	School.	UPPER DEP'S & PRIMARIES.			FEMALE DEPARTMENTS.			PRIMARY DEPARTMENTS.		
		No. of Ass'ts.	Total pd Ass'ts.	Av. pd Ass'ts.	No. of Ass'ts.	Total pd Ass'ts.	Av. pd Ass'ts.	No. of Ass'ts.	Total pd Ass'ts.	Av. pd Ass'ts.
12th	W. 6.	5	\$1,450	\$290				6	\$1,550	\$258
	W. 37.	4	1,350	350	3	\$800	\$267	5	1,050	210
	W. 39.	3	850	283	2	550	225	7	1,700	243
	W. 43.	3	1,350	450	2	450	225			
	W. 46.	2	550	275	1	300	300			
	W. 52.	1	250	250						
	P. 30.									
	P. 32.	2	450	225						
	C. S. 4.									
13th	W. 4.	6	2,725	454	7	2,150	307	11	2,350	214
	W. 34.	6	2,725	454	5	1,650	350	9	2,325	368
	P. 10.	4	775	194						
	P. 20.	2	375	187	2	375	187			
	P. 21.	2	375	187	2	375	187			
14th	W. 5.	4	1,700	425	3	900	300	8	1,750	219
	W. 21.	3	1,450	483	2	675	337	6	1,400	233
	W. 30.	3	1,450	483	4	1,375	344	8	1,750	219
	C. S. 1.	3	600	200	3	600	320			
15th	W. 10.	3	800	267				6	1,350	225
	W. 35.	10	4,925	492				4	925	231
	W. 47.				6	2,600	433			
					6	2,050	342	7	1,650	236
16th	W. 11.	8	3,675	459	8	2,550	318	14	3,150	226
	W. 45.	8	3,925	490	8	2,550	318	14	3,050	217
	P. 12.	4	850	212						
	P. 14.	2	425	212	2	425	212			
	P. 19.	3	575	192						
	C. P. 1.	1	100	100						
17th	W. 13.	6	1,975	329	5	1,275	255	9	1,525	169
	W. 19.	5	1,700	340	5	1,250	250	8	1,300	162
	P. 9.	2	375	187						
	P. 22.	6	975	162						
	P. 23.	3	450	150						
18th	W. 40.	10	4,750	475				8	1,875	234
	W. 50.				12	3,925	327	10	1,975	197
	P. 16.	4	700	175						
	P. 28.	6	1,000	166						
	P. 29.	10	1,900	190						
19th	W. 18.	5	1,825	365	4	1,100	275	9	1,825	203
	P. 26.	2	475	237						
20th	W. 32.	9	3,975	442				12	3,000	250
	W. 33.				11	3,350	304	15	3,350	223
	W. 48.	7	3,075	439	8	2,550	319	14	3,000	214
	P. 27.	12	2,800	233						
	C. S. 6.									
21st.	W. 14.	6	2,275	379	5	1,750	350	10	2,473	247
	W. 49.	9	3,750	417	6	2,100	350	15	3,926	262
22d.	W. 9.	2	375	187	2	425	212			
	W. 17.	7	3,300	471	7	2,150	307	13	2,625	202
	W. 28.	6	2,875	479	7	2,000	286	11	2,300	209
	W. 51.							8	1,850	231
	P. 17.	5	900	180						

SCHEDULE No. 5,

Showing the whole number taught by Assistants, the number of Assistants, and the average number in each class in the Departments and Primary Schools.

Ward.	School.	UPPER DEPT'S & PRIMARIES.			FEMALE DEPARTMENTS.			PRIMARY DEPARTMENTS.		
		Taught by Ast's.	No. of Asst's.	Ave- rage.	Taught by Ast's.	No. of Asst's.	Ave- rage.	Taught by Ast's.	No. of Asst's.	Ave- rage.
1st.	W. 29.	179	5	36	108	4	27	617	13	47
	P. 15.	122	4	37						
2d.	P. 31.	64	2	32						
4th.	W. 1.	150	5	30	67	4	17	241	6	40
	P. 25.	241	2	48						
	W. 26.	48	2	24	60	2	30	244	4	61
	P. 27.	231	5	47						
5th.	W. 44.	337	10	34	307	9	34	536	11	49
	P. 11.	328	7	47						
	P. 33.	59	3	19						
6th.	W. 23.	135	4	34	81	3	28	324	5	65
	W. 24.	118	3	39						
	P. 2.	245	4	61	102	3	34	266	4	66
	P. 8.	244	7	35						
7th.	W. 2.	203	6	34	181	7	26	470	8	59
	W. 12.	180	4	45						
	W. 31.		4		136	3		422	6	53
	Ad. Pr		7							
8th.	W. 8.	131	3	44	68	3	23	252	5	50
	W. 38.	251	7	36						
	P. 6.	215	4	44	236	7	31	546	12	46
	P. 25.	200	3	67						
	C. S. 2.									
9th.	W. 3.	306	6	51	309	7	44	481	8	60
	W. 16.	99	4	25						
	W. 41.	302	7	43	245	7	35	465	9	51
	P. 7.	243	4	61						
	P. 13.	255	5	51						
	P. 18.	139	2	69						
	P. 21.	145	7	21						
10th.	W. 7.	199	6	33	124	6	21	348	8	43
	W. 20.	350	8	44						
	W. 42.	279	7	40	198	7	28	524	12	44
	P. 1.	457	10	46						
11th.	W. 15.	218	7	35	214	6	36	357	10	36
	W. 22.	155	5	31						
	W. 36.	201	6	34	163	6	27	555	8	44
	P. 3.	208	5	41						
	P. 5.	603	14	43						
	P. 31.	151	5	30						

SCHEDULE No. 5.—(Continued.)

Ward.	School.	UPPER DEPTS & PRINCIPALS			FEMALE DEPARTMENTS.			PRIMARY DEPARTMENTS.		
		Taught by Asst's.	No. of Asst's.	Ave- rage.	Taught by Asst's.	No. of Asst's.	Ave- rage.	Taught by Asst's.	No. of Asst's.	Ave- rage.
12th	W. 8.	283	3	37				408	6	68
	W. 37.	135	4	34	96	3	32	139	5	28
	W. 39.	102	3	34	75	2	38	212	7	30
	W. 43.	85	3	29	50	2	25			
	W. 46.	79	2	39	47	1	47			
	W. 52.	58	1	58						
	P. 30.									
	P. 32.	64	2	34						
	C. S. 1.									
13th	W. 4.	191	3	32	261	7	29	365	11	51
	W. 34.	189	6	31	157	5	31	369	9	41
	P. 10.	163	4	41						
	P. 20.	248	4	62						
	P. 21.	182	4	45						
14th	W. 6.	137	4	34	89	3	30	343	8	43
	W. 21.	135	3	45	70	2	35	279	6	45
	W. 30.	106	3	35	97	1	24	329	8	41
	C. S. 1.									
15th	W. 19.	68	3	23				266	6	44
	W. 35.	428	10	43				245	4	
	W. 47.				{ 164 302	{ 6 6	{ 27 50	387	7	55
16th	W. 11.	388	8	49	316	8	40	813	14	58
	W. 15.	429	8	54	367	8	46	721	14	50
	P. 12.	139	1	35						
	P. 14.	153	4	38						
	P. 19.	123	3	41						
	C. P. 1.									
17th	W. 13.	212	6	35	141	5	39	609	9	74
	W. 19.	189	5	38	142	5	28	413	8	52
	P. 9.	79	2	40						
	P. 22.	212	6	35						
	P. 23.	171	3	57						
18th	W. 40.	477	10	48				319	8	40
	W. 59.				353	12	29	436	10	44
	P. 16.	85	4	21						
	P. 28.	272	6	45						
	P. 29.	300	10	30						
19th	W. 18.	136	5	31	94	1	24	535	9	37
	P. 26.	72	2	36						
20th	W. 32.	258	9	28				535	12	45
	W. 33.				277	11	25	796	15	53
	W. 48.	246	7	35	252	8	29	697	14	50
	P. 27.	348	12	46						
21st.	W. 14.	263	6	44	193	5	39	540	10	54
	W. 49.	273	9	30	200	6	34	838	15	56
22d.	W. 9.	95	2	47	62	2	32			
	W. 28.	191	6	32	169	7	24	555	11	50
	W. 17.	237	7	34	203	7	29	711	13	55
	W. 51.							385	8	48
	P. 17.	200	5	40						

SCHEDULE No. 6,

Showing the Cost per Scholar for Salaries of Assistants in Departments and Primary Schools.

Ward.	School.	UPPER SCHOOLS AND PRIMARY DEPARTMENTS.			PRIMARY SCHOOLS.	
		Male Department.	Female Department.	Primary Department.	School.	
1st.....	29	16.56	12.50	4.39	15	6.14
2d.....					34	4.61
4th.....	1 26	20.50 31.25	22.38 11.25	7.78 5.30		
5th.....	44	11.72	7.77	4.28	11 33	3.42 9.41
6th.....	23 24	18.07 17.79	16.07 13.23	4.32 4.41	2 8	5.20 7.71
7th.....	2 12 31	13.30 10.22	11.33 10.29	3.67 3.91		
8th.....	8 38	7.82 13.04	8.08 10.16	4.47 6.04	6 25	3.48 4.37
9th.....	3 16 41	9.15 11.86 10.09	6.47 8.05 7.88	3.41 3.58 3.99	7 13 18 24	2.77 3.33 2.15 7.75
10th.....	7 20 42	14.82 11.42 12.19	14.31 8.57 9.97	5.89 4.69 5.62	1	4.72
11th.....	15 22 26	10.68 14.83 11.56	8.87 11.72 12.20	6.98 5.49 5.24	3 5 31	5.52 5.63 8.33
12th.....	6 37 39 43 46 52	5.12 10.38 8.33 16.47 6.96 4.48	8.33 7.33 9.00 6.37	3.79 7.51 8.01	30 12	7.03
13th.....	4 34	14.18 14.41	10.69 10.50	4.11 6.32	10 20 21	4.75 3.01 4.13
14th.....	5 21 30	12.40 10.74 18.67	10.11 9.64 14.17	5.10 5.02 5.31		

SCHEDULE No. 6.—(Continued.)

Ward.	School.	UPPER SCHOOLS AND PRIMARY DEPARTMENTS.			PRIMARY SCHOOLS.	
		Male Department.	Female Department.	Primary Department.	School.	
15th....	10	11.76		5.07		
	35	11.58		3.80		
	47		{ 15.85 6.78	4.33		
16th....	11	9.47	8.06	3.87	12	6.11
	45	9.14	6.94	4.23	14	5.21
					19	4.67
17th....	13	9.31	6.57	2.27	9	4.74
	19	9.65	7.74	4.41	22	4.59
					23	2.63
18th....	40	9.95		5.87	16	8.23
	50		11.11	4.63	28	3.54
					29	3.80
19th....	18	11.08	11.70	5.53	26	5.79
20th....	32	15.31		5.60	27	5.10
	33		12.09	4.20		
	48	12.50	8.64	7.87		
21st....	14	9.17	8.17	7.12		
	49	13.70	10.50	4.68		
22d.....	9	3.86	6.96		17	4.50
	28	18.31	11.76	4.63		
	17	16.09	12.79	4.33		
	51			4.80		

RECAPITULATIONS.

Average cost per Scholar in Male Departments for Assistants...				12.33
"	"	"	Female Departments for Assistants.	10.30
"	"	"	Primary Dep't and Schools	5.02 and 5.07

No. 16.

DEPARTMENT OF PUBLIC INSTRUCTION,

STATE OF NEW YORK.

BOARD OF EDUCATION,

CITY OF NEW YORK, DECEMBER 7TH, 1859.

Mr. ADAMS presented the Annual Report of the Faculty of the Free Academy to the Board of Education.

Ordered, *That said Report be recommitted to the Executive Committee on Free Academy, with power.*

In Executive Committee on Free Academy, }
December 19, 1859.

The Report of the Faculty of the Free Academy to the Board of Education, referred to the Committee, with power, was considered.

Ordered, That said Report be printed.

THOMAS BOESÉ,
Clerk.

EIGHTH ANNUAL REPORT
OF THE
FACULTY OF THE FREE ACADEMY
TO THE
BOARD OF EDUCATION.

FREE ACADEMY, NEW YORK,
July 19th, 1859.

The Committee to prepare the Annual Report to the Board of Education, respectfully submit the following for the consideration of the Faculty, and recommend its adoption.

JOHN J. OWEN,
CHAS. E. ANTHON,
J. GRAEFF BARTON.

On motion, the Report was adopted, and the President and Secretary of the Faculty were directed to sign, and transmit the same to the Board of Education.

GERARDUS B. DOCHARTY,
Secretary.

TO THE BOARD OF EDUCATION OF THE CITY AND COUNTY OF
NEW YORK:

The Faculty of the Free Academy present this their Eighth Annual Report to the Board of Education, agreeably to the regulations for the government of said Institution.

At the close of the Second Academic Term, 1858, the number of students on the rolls of the institution was	442
Graduated at commencement, July, 1858,	25
	<hr/>
Total on rolls,	417
New class, admitted at July examination,	348
Re-admitted,	6
Resident graduates,	11
	<hr/>
Total on rolls at opening of term, Sept. 21, 1858,	782

The students were classified as follows, viz.:

Resident graduates,	11	<hr/>
Senior class,	31	<hr/>
Junior “	52	<hr/>
Sophomore “	104	<hr/>
Freshman “	147	<hr/>
Introductory “	437	<hr/>
	<hr/>	<hr/>
Total,	782	<hr/>

The number of students who left the Academy during the First Academic Term, ending February 6th, 1859, was 166, viz.:

From Senior Class,	1	<hr/>
Junior “	3	<hr/>
Sophomore “	20	<hr/>
Freshman “	23	<hr/>
Introductory “	114	<hr/>
	<hr/>	<hr/>
Total,	166	<hr/>

At the examination for advancement, from February 7th to February 16th, 1859, there were on the Rolls of the Institution (under graduates) 605, viz.:

Senior Class contained	.	.	.	.	.	.	30
All of whom were advanced.							

Junior Class contained	.	.	.	.	.	.	49
All of whom were advanced.							

Sophomore Class contained	.	.	.	.	.	.	84
All of whom were advanced.							

Freshman Class contained	.	.	.	.	.	.	119
All of whom were advanced.							

Introductory Class contained	.	.	.	.	.	.	323
All of whom were advanced.							

The following list contains the names of those students who left the Institution during the First Academic Term, viz.:

Senior Class.

Scott, John Frederick.	1
------------------------	---

Junior Class.

Einstein, Edwin	Mitchell, Edward Lewis	
Nexun, Hoyer Manbret.		3

Sophomore Class.

Blackwell, Wilson Hunt	Hascy, Alonzo Comstock
Bloomfield, John Croes	Hood, William Henry
Christie, Alexander	Kelly, Henry Clay
Cowdrey, Francis Hull	Kent, Charles Redmond
Docharty, James Beckman	McCormick, Charles James
Eills, John	McCormick, Francis Stuart
Hadden, Euphrates	Miles, William Alfred

Pierce, Charles Leland
Smith, Alexander
Sparrow, James Kinch

Stevenson, John James
Ward, Francis Nathaniel
Ward, Peter.

20

Freshman Class.

Backus, Truman Jay
Baker, Jacob Hausa
Briggs, Saml. Stebbins June
Burnham, Charles
Caldwell, Jacob Stevens
Casserly, Daniel Ambrose
Chalmers, John Cheeseman
Cone, Spencer Houghton
Crozier, Robert
Eddy, Edward, Jr.
Elder, William Alexander
Ely, Frederick Whittelsey,
Ely, Griswold Lord
Graham, Thomas Boyd

Harned, Luther Mead
Ireland, John
Irvine, William
Kind, Leopold
Kipp, Pearson Halsted
Lummis, John Maxwell
McQuaide, William Ousley
Platt, John
Purcell, James
Ring, George William
Rockwood, Charles Green, Jr.
Towner, William Allen
Whele, Frederick
Wilson, Peter.

28

Introductory Class.

Acheson, William J.
Ackerson, Jacob James
Anderson, John Halsted
Atwell, Herman, Jr.
Bacon, Alphonse Elliott
Bangs, Samuel Bolton
Banks, Augustine
Banta, John Thomas
Banta, William, Jr.
Berrian, Apollos Frederick
Boyce, William Blakely
Brophy, James Jerome
Brown, George Edward
Brown, Thomas Vincent
Brueninghausen, Edward W.
Bulger, Patrick

Bullus, Albert
Burd, Thomas Wilbur
Burlew, Henry
Butler, Samuel Cook
Byrne, Edward, Jr.
Carey, George Brownell
Carpenter, Henry Clay
Clarkson, Girardus
Collard, Charles Newton
Conroy, William Joseph, Jr.
Cooper, George Danforth
Cooper, John Ranney
Crown, Henry
Dakin, Albert Harlow
Daly, Michael
Day, Charles James, Jr.

Henry Chester	Magee, Joseph Alexander
David Ellis	Malarky, Charles Augustus
Michael	Menzies, William, Jr.
Ear George	Merwin, James Augustus
William, Jr.	Moore, Edgar Wells
George William	Müller, Charles William
Edward Barry, Jr.	Murtha, John Augustine
Solomon	Overin, Henry Clay
Lonzo	Phillips, Michael
Sam Walter	Pope, George Aaron
Charles Henry	Randolph, Frederick Fitz
John Philip	Raper, Bogert W., Jr.
Olph	Redmond, Michael C.
John	Richters, Frederick John
Edward Billings	Sacchi, Ernest
Loger Buttrick	Sacchi, Henry,
Charles Augustus	Salter, George
Njamin Franklin	Sayre, David Austin
John, Jr.	Shaw, Robert Alexander
Bert	Simpson, William
Asa Presbury	Stainburn, James Windust
Optha Johnson	Sturges, William
Alfred Henry	Sullivan, Thomas Henry
Raham Thiew	Sutherland, Louis Voby
Wile Henry	Swansboro', William R.
Philip Hamilton	Thorn, John Charles
George	Thomson, George Hummer
As. Smith Perry	Tieman, William Francis
Sam Robert	Twamly, James
Charles Henry	Valentine, Richard Edward
George Washington	Wall, Frederick Augustus
Crett Keeler	Warren, Henry
Solomon	Wessels, Charles Henry
Bert	White, Andrew
Sam Clinton	Whiting, Thomas Edward
Sylvanus	Whybrew, Charles Thomas
John	Wight, Frederick Hubert
Wilson Marshall	Wight, George Bates
James	Wight, George Richard

Wilcox, William Riley	Winchell, Charles	
Wilson, William Frederick	Wood, William, Jr.	114

RECAPITULATION.

		At opening of Term.	Left during Term.	At close of Term.
In Senior	Class,	31	1	30
" Junior	"	52	3	49
" Sophomore	"	104	20	84
" Freshman	"	147	28	119
" Introductory	"	437	114	323
		<hr/>	<hr/>	<hr/>
		771	166	
Total on Rolls at Examination, February, 1859,				605

SECOND ACADEMIC TERM.

The Second Academic Term commenced February 17th 1859, at which time there was on the Rolls of the Institution 608 students, viz.:

On Examination Rolls,	60
Admitted to Introductory Class at February Examination,	
	<hr/>
Total,	60

The students were classified as follows, viz.:

In Senior	Class,		30
" Junior	"		49
" Sophomore	"		84
" Freshman	"	(1 trans. to Intro. Class,)	118
" Introductory	"	(1 from Fresh. Class, and 3 adms.)	321
			<hr/>
Total,			600

The number of students who left the Institution during the Second Academic Term, ending July 19, 1859, was 86, viz.:

From Senior	Class,	.	.	.	.	.	.	.	0
" Junior	"	.	.	.	.	.	.	.	2
" Sophomore	"	.	.	.	.	.	.	.	11
" Freshman	"	.	.	.	.	.	.	.	19
" Introductory	"	.	.	.	.	.	.	.	54
Total,									<hr/> 86

The examination of students for advancement, Second Academic Term (from July 5th to July 13th, inclusive) resulted as follows, viz.:

At the opening of the term,

Senior Class contained (as before mentioned), . . . 30

All of whom were graduated.

Junior Class contained (as before mentioned), . . . 49

Of whom 2 left during the term,

46 were advanced,

1 not advanced.

Sophomore Class contained (as before mentioned), . . . 84

Of whom 11 left during the term,

64 were advanced,

9 were not advanced.

Freshman Class contained (as before mentioned), . . . 118

Of whom 19 left during the term,

65 were advanced,

34 were not advanced.

Introductory Class contained (as before mentioned), . . . 327

Of whom 54 left during the term,

170 were advanced,

103 were not advanced.

The following list contains the names of those students who left the Institution during the Second Academic Term, viz.:

Senior Class.

(

Junior Class.

Pinkney, James Henry Young, Albert.

9

Sophomore Class.

Barton, Charles George	Lyon, George William
Bird, William	Macfarlane, Malcolm
Bulkley, Henry Wheeler	McCullough, John
Farrell, Henry Melvin	Minne, Marshall Alexander
Kellogg, Peter Comstock	Mitchel, David
Owen, Daniel Mott.	

11

Freshman Class.

Blackwell, Charles George	McClusky, Joseph William
Chapin, Frederick Hampden	McMillen, William Henry
Everett, William Henry	Osgood, Samuel Walter
Goldsmith, Abraham	Ryan, Philip Aloysius
Greely, Joseph Luther	Stevenson, Richard
Irwin, John Wesley	Stuchfield, Silas Badeau
Lord, Charles	Taylor, Charles Alexander
Maxwell, Fred. Van Tassel	Vaughan, Edward William
Maxwell, George	Webb, John Converse
Wight, Ebenezer.	

19

Introductory Class.

Andrews, Major Morgan	Eppes, William Chester, Jr.
Arnoux, George Theodore	Gallear, Charles Walker
Close, Edward Harvey	Gambling, John Voorhies
Conklin, William Lemuel	Gardiner, Francis Burr
Dodworth, Allen R.	Hamilton, George Washington
Duncan, James Monroe	Hickey, George Edgar
Ennis, James	Higgins, William Henry

l, John Joseph	Russell, John
l, Isaac	Salter, George Washington
William Edward	Schaffer, George Francis, Jr.
, George Washington	Shields, Daniel
n, Henry Sabin	Smith, George, Jr.
r, David, Jr.	Smith, William Brownlee
d, Robert Woodward	Stavey, Nicholas Henry
k, George Jefferson	Stephens, Philetus
Theodore Truesdale	Stephenson, Joseph Battell
, George Clifton	Stich, Charles Jacob
lle, John	Suydam, George Henry
, Frank Irving	Sweeney, John Joseph
on, William Henry	Symons, Frederick William
y, Timothy	Titus, Joseph Muir
mb, George Edwin	Ward, Eugene
, John Mahan	Watson, Charles James
ng, Joseph Irving	Watson, John William
s, Henry	Wilson, Oren Elbridge
Edwin Forrest	Witpin, Charles
lph, Wilson Hunt	Yard, Hiram Johnson.

54

RECAPITULATION.

	At opening of Term.	Left during Term.	Close of Term.
Class,	30	0	30
“	49	2	47
nore “	84	11	73
ian “	118	19	99
ictory “	327	54	273
	<hr/> 608	<hr/> 86	
n Rolls at close of the Term, July, 1859,			522
ted (Senior Class), July, 1859,			30
			<hr/>
Total,	. . . . .	. . . . .	492

examination for advancement commenced July 5th, and July 13th, and the examination for admission commenced 1st, 1859.

There were three hundred and seventy-six (376) applicants for admission from the various Grammar Schools of the city. Of the number examined, three hundred and twenty-five (325) were admitted as having passed a good examination in those studies prescribed by the rules regulating the admission of students to this Institution, and forty-nine (49) having been found deficient, were rejected, and two (2) were withdrawn during the examination.

One, from School No. 44, was admitted to the Freshman Class. Of the number of those admitted, one hundred and fifty-four (154) chose the study of the Ancient Languages, and one hundred and seventy-one (171) chose the study of the Modern Languages.

SCHEDULE.

The following schedule contains the number of candidates presented for examination, those admitted and rejected, and the Grammar Schools from which they are presented:

School.	No. Presented.	No. Examined.	No. Rejected.	No. Admitted.
1	1	1	0	1
2	18	18	9	9
3	0	0	0	0
4	1	1	0	1
5	1	1	0	1
6	0	0	0	0
7	5	5	0	5
8	2	2	0	2
9	4	4	1	3
10	0	0	0	0
11	12	12	1	11
12	5	5	1	4
13	0	0	0	0
14	20	20	2	18
15	4	4	0	4

School.	No. Presented.	No. Examined.	No. Rejected.	No. Admitted.
16	0	0	0	0
17	17	17	1	16
18	8	8	4	4
19	13	13	0	13
20	17	17	7	10
21	4	4	0	4
22	8	8	1	7
23	0	0	0	0
24	6	6	4	2
25	0	0	0	0
26	0	0	0	0
27	0	0	0	0
28	8	8	2	6
29	13	13	0	13
30	0	0	0	0
31	2	2	0	2
32	12	12	0	12
33	0	0	0	0
34	6	6	0	6
35	46	46	2	44
36	0	0	0	0
37	9	9	5	4
38	10	10	3	7
39	5	5	0	5
40	31	31	0	31
41	5	5	0	5
42	30	30	7	23
43	0	0	0	0
44	12	12	0	12
45	22	22	1	21
46	0	0	0	0
47	0	0	0	0
48	8	8	0	8
49	11	11	0	11
	<hr/> 376	<hr/> 376	<hr/> 51	<hr/> 325

*Names of Students admitted at the February Examination,
1859.*

Ferrier, Thomas, Jr.

Ferrier, William Walker
Wolff, Aaron.

Names of Students admitted at the Examination in July, 1859.

Abbot, John Niel McLeod

Ackerman, Gunther

Adams, Charles Dedirer

Ahearne, Matthew

Aiton, Robert

Albertson, Edmund

Allen, William Oscar

Amery, John

Amory, James Walter

Appleton, Michael

Bachrach, Martin

Baker, Jacob Salter

Baldwin, George Taylor

Barker, Joseph Durbrow

Baum Isaac

Bettman, Marcus

Betts, John McEwen

Birdseye, Geo. Wash. Pratt

Blakeman, Caldwell Robertson

Bonsall, Robert

Brinkerhoff, C. Hardenburgh

Brooks, Horace Joshua

Brown, Abraham

Brown, Chas. De Costa, Jr.

Budenbach, Oswald

Burrell, Philip Ware

Burtnet, Hamilton Fish,

Bylandt, John Edward

Cahill, Samuel

Calvert, John Thomas

Cameron, John Spencer

Campbell, George

Candler, James

Carmody, Chas. Bartholemew

Carr, Thomas

Chatilon, John Peter

Clarkson, John Abbott

Clarkson, Samuel Floyd, Jr.

Cochran, Robert

Coddington, Henry Kiersted

Colwell, Warren Augustus

Corris, Joseph

Coulter, James Robert

Cox, Joseph

Craft, Henry Grey

Crane, Benj. Franklin, Jr.

Cross, John William

Crow, John Charles

Crowell, Martin Luther

Cunningham, Samuel Harvey

Curry, David, Jr.

Dame, William Birdsall

Davis, Abraham Benson

Davis, Elias David

Davis, Walter Truesdale

Dean, John Wesley

De Greck, Otto

Demarest, George Francis

Demarest, William Coleman

Denvir, Thomas Jefferson

De Socarraz, Macedonio

Deviney, Thomas Francis

- Devine, Thomas
 Devlin, Arthur Bernard
 Dimond, John James
 Doherty, John Remington
 Domm, Charles A.
 Donahoe, Daniel
 Doran, Dennis James
 Doremus, Eugene Furman
 Dougherty, Michael Angelo
 Dugan, Charles
 Dugan, William Matthias
 Dunlap, Samuel, Jr.
 Duryea, Abraham Remsen, Jr.
 Dyer, William Henry, Jr.
 Earle, Joseph Ormsbee
 Edgar, James Manning, Jr.
 Edwards, Thomas
 Ebbetts, George Arcularius
 Eldridge, William Henry
 Elwood, Charles Edwin
 Fagan, James
 Fagan, John
 Fahrenholz, Hen. Christopher
 Farmor, John
 Fettretch, Joseph
 Fielding, Henry
 Fisher, E. Whipple (Fresh. Cl.)
 Fitzsimmons, John
 Flammer, Charles A.
 Flanagan, James
 Flynn, Benjamin Weeks
 Foster, George H.
 Frick, Charles
 Fuller, Luther Mason
 Gaddis, David
 Gallician, Thomas
 Gellespie, Benjamin Parr
 Giffing, William Craig
 Gilman, Daniel Tremble
 Gimbernath, Charles
 Gimbernath, Theophilus
 Glassford, J. Hamilton Neilley
 Goebel, Lewis
 Goldsmith, Henry
 Gordon, Read
 Gourly, Colin
 Grady, John Thomas
 Graham, David
 Greenwood, Richard Booth, Jr.
 Griffin, William
 Hadden, Thos. Henry Harrison
 Hahn, Isaac Henry
 Hallock, George Garret
 Harrington, Elliott George
 Harrison, Jacob Barker
 Harrison, William Gilpin
 Harsen, John Pease
 Hart, James
 Hartt, Jones Clinton
 Harty, Benj. George Henry
 Harvey, Le Grand
 Hay, James
 Heinig, Theo. Frank Lewis
 Heisser, Jacob Hierominus
 Hendricks, Arthur
 Herbeck, Lewis
 Hervey, Daniel Edward
 Herz, Cornelius
 Heuer, Lewis, Jr.
 Hibbard, Charles Mould
 Higgins, William Henry
 Hitchcock, Roswell Dwight, Jr.
 Hitchcock, Urban Gillespie
 Hoe, George Edgar
 Holmes, Francis G. Dennison
 Hopkins, Sandford
 Hopping, George Washington
 Hornthal, Lewis Max

Charles Harrison
 Isidore Darwin
 John Edward
 John William
 George Clay

Alfredo

Ernest Arnold
 Albert Thompson
 William Joseph
 George Porter
 Frederick

Thompson Williams
 John Gower

George Albert
 Charles Augustus

John Wm. Michael

John Frederick

George Francis

Ferry

John Joseph

Charles Leavenworth

John Augustus

John Henry

Isaac Stanley

John Philip

Philip

Frederick Adolph

George Washington

John Wesley

Samuel Leopold

John

Joseph Mortimer

Edward

Living Garrett

Isaac Merkel

Vincent

Charles Armstrong

John Henry

Levintrill, David

Levi, Jacob Charles

Lichtenberg, Isaac

Lines, Theodore Truesdale

Littlefield, Leonard Green

Lovejoy, Samuel Cochran

Lyng, James

Mahony, James Thomas

Malloy, Henry Frederick

Man, George Albon

Matthews, Smalldridge

May, Henry

Maynard, John Francis

McAdams, Lucius

McAvoy, Thomas Francis

McCahill, Patrick Henry

McCarty, Edward

McClain, Damon Harrison

McCollum, Arthur

McCoy, William Francis

McGowan, John Edward

McGraw, Hugh

McInerney, Augustine James

McManus, James

McNespie, Joseph James

McNulty, James Joseph

McQuirk, John

Meeks, Eugene

Merritt, Austin Burr

Miller, John

Mills, George Henry

Monroe, Robert Dayton

Mook, Thomas

Moore, Edgar

Moore, Edgar Wells

Moon, George Carson

Moynihan, Edward

Murphy, Patrick Emanuel

Nagle, John Thomas

Nodine, Alonzo	Smith, Alphonzo
Noyes, Frederick Bacon	Smith, Chas. Havens Laidlaw.
Noyes, Randall Stanwood	Smith, Isaac Spencer
Oakley, Charles Edward	Smith, Jas. Thomas Francis
O'Connor, Randall	Smith, Julius Theodore
Osgood, George Bullard	Smith, Sam. Wm. Hopkinson
Parker, Joel, Jr.	Smith, William Dyckman
Partridge, Edward Briggs	Sonder, James Hopkins
Patterson, Albert Mansfield	Southworth Chester
Patterson, Seely Benedict	Spencer, William Gay
Peck, Addison	Spingarn, Siegmund
Peck, Moses	Staples, Frank Nathaniel
Phelan, Wm. Henry Hyatt	Steele, Edward Jenna
Phillips, Henry	Stien, John Floyd
Plumb, Sanford Gilmore	Stephens, Edward, Jr.
Pullman, Sanford Cooper	Stevenson, Andrew, Jr.
Quackenbush, Andrew, Jr.	Stilson, John Lines
Raynor, Samuel Judson	Storms, George Rex
Reilly, James Jefferson	Stratford, William
Rice, John	Sturges, Edward Baker
Rich, William Henry	Sudlow, George Jay
Roberts, Edward	Suffern, Edward Leo
Roberts, Richard Lloyd	Sullivan, James Andrew
Robinson, John Bivins	Sutherland, William Allen
Rogers, Lewis Henry	Swansboro', Alfred Henry
Rooney, William Henry	Sweetser, Samuel
Rowell, Edward	Tappin, James Wetzlar
Saunders, Richard Jeffers	Tate, Charles
Scanlon, Richard James	Thompson, David Austin
Schack, Rudolph William	Thompson, Joseph Parish, Jr.
Schaffer, George Francis, Jr.	Thorne, James Elliott
Scofield, Selleck Silliman	Thorp, William Chester
Secord, William Kelsey	Tindall, Edward
Seely, Charles Whitlock	Townsend, James
Serven, Ferd. Little Wilsey	Tracy, Charles Edward
Shipman, James De Grasse	Trisdorfer, Isaac
Skiffington, William John	Turner, William James
Slater, Samuel Edward	Tysen, David Jacques
Slover, Warren Gilbert Fanshaw	Underhill, Stephen Merihew

Line, Warren Henry	Westbury, Alfred George
Lott, Leonard Boole	Westerfield, William
Lott, Wm. Hathway, Jr.	Wemple, Henry Gates
Dyke, Rodolphus	White, Albert Moores
Moohies, Elias Wm., Jr.	Whitehead, Fred'k Augustus
o, David Samuel	Whitely, William Henry
o, Henry Austin	Wilkins, John Henry
ugh, Jacob	Winter, William James
ork, John Blair	Winters, Humphrey Joseph
Frederick Butler	Worstell, Francis Weller
o, John William, Jr.	Wyant, Charles Mortimer
o, William Edward	Young, George W.
atman, William Henry	Young, Samuel John
on, John Joseph	Zacharie, Charles Lawson
	Zeiger, John.

AWARD OF MEDALS AND PRIZES

AT COMMENCEMENT, JULY, 1859.

The Annual Award of Medals and prizes, at the Commencement of the Free Academy, July 10th, 1859, was made as follows, viz.:

The Poll Medal.

First Prize, Gold Medal.

TO GILBERT MOLLESON ELLIOTT, of the Sophomore Class.

Second Prize, Silver Medal.

TO CHARLES LELAND BALCH, of the Junior Class.

Third Prize, Silver Medal.

TO TOWNSEND WANDELL, of the Introductory Class.

Fourth Prize, Silver Medal.

TO EDWARD FRANCIS YOUNG, of the Junior Class.

The Burr Medal.

First Prize, Gold Medal.

TO DAVID PARKS FACKLER, of the Senior Class.

Second Prize, Silver Medal.

TO FITZGERALD TISDALE, of the Senior Class.

The Cromwell Medal.

First Prize, Gold Medal.

TO GILBERT MOLLESON ELLIOTT, of the Sophomore Class.

The Ward Medals.

For Chemistry,	To Simon Frazer Mackie, Senior Class.
" Natural History,	" Townsend Wandell, Introductory Class.
" Natural Philosophy,	" Charles Leland Balch, Junior Class.
" Moral Philosophy,	" Edward Augustus Wood, Senior Class.
" Law,	" John Perrin Appleton, Senior Class.
" English,	" [Edward Francis Young, Junior Class; Thomas Allison, George Alex. Black, Chas. Clarence Tracy Keith, Henry Patrick O'Neil, Frederick Rawolle.]
" Greek,	" James Charles Fitzpatrick, Senior Class.
" Latin,	" Richmond Bullock Elliott, Senior Class.
" French,	" William Henry Sanger, Sophomore Class.
" Spanish,	" Dennis Francis Sullivan, Senior Class.
" German,	" John Perrin Appleton, Senior Class.
" Oratory,	" Gardiner Sherman, Senior Class.
" Composition,	" Edward Augustus Wood, Senior Class.
" Logic,	" [George Alexander Black, Junior Class; Charles Leland Balch, Thomas Allison, Edward Francis Young.]
" Astronomy,	" Frederick Rawolle, Junior Class.
" History,	" [Robert Orr, Sophomore Class; Gilbert Molleson Elliott, James Henry Pull- man, William Henry Sanger.]
" Drawing,	" Edward Willoughby Anderson, Soph. Class.
" Algebra and Geometry,	" Townsend Wandell, Introductory Class.
" Engineering,	" [Solomon Israel Woolf, Senior Class; Simon Frazer Mackie, Mortimer Charles Merritt.]
" Hygiene,	" Edward Willoughby Anderson, Soph. Class.

NOTE.—The names of the students embraced within the brackets obtained an equal standing in the study named, and upon drawing lots the medal fell to the first named.

MONEY PRIZES—1859.

At the close of the Academic year, July, 1859, AUGUSTUS H. WARD, Esq., a liberal and public-spirited gentleman of this city, having again provided the necessary funds, money prizes were awarded on the following conditions :

1. A prize of five dollars to every student receiving one medal.
2. A prize of twenty dollars to the student receiving the second highest number of medals, in addition to prize No. 1.
3. A prize of one hundred dollars to the student receiving the highest number of medals, in addition to prize No. 1.

Two or more students becoming entitled to the two highest prizes, the same to be divided equally between them.

And, in pursuance of said provisions, prizes were awarded as follows :

No student having obtained the highest prize, it was distributed to the following, they having obtained two medals each :

To John Perrin Appleton, Senior Class,	\$30 00
“ Edward Augustus Wood, Senior Class,	30 00
“ Edward Willoughby Anderson, Sophomore Class,	30 00
“ Gilbert Molleson Elliott, Sophomore Class,	30 00
“ Townsend Wandell, Introductory Class,	30 00

No student having obtained the second highest prize, it was distributed to the following, they having obtained one medal each :

To Simon Frazer Mackie, Senior Class,	\$6 54
“ Charles Leland Balch, Junior Class,	6 54
“ James Charles Fitzpatrick, Senior Class,	6 54
“ Richmond Bullock Elliott, Senior Class,	6 54
“ William Henry Sanger, Sophomore Class,	6 54
“ Edward Francis Young, Junior Class,	6 54
“ Dennis Francis Sullivan, Senior Class,	6 54

To George Alexander Black, Junior Class,.....	\$6	54
“ Frederick Rawolle, Junior Class,.....	6	54
“ Robert Orr, Sophomore Class,.....	6	54
“ Solomon Israel Woolf, Senior Class,.....	6	54
“ David Parks Fackler, Senior Class,.....	6	54

PRIZES FOR DECLAMATION—1859.

Prose.

The Annual “PRIZE OF THE PRESIDENT OF THE BOARD OF EDUCATION,” for excellence in *Public Speaking*, was awarded by the Committee on Prize Speaking,

To MELETIAH EVERETT DWIGHT, of the Junior Class, a copy of Irving’s *Life of Washington*, in 5 vols.

Poetry.

The Annual “PRIZE TO THE BEST DECLAIMER OF A SELECTED POEM,” was awarded by the Committee on Prize Speaking,

To ROWLAND CONNOR, of the Junior Class, a copy of Coppée’s *Gallery of English and American Poets*.

PRIZE FOR TRANSLATION FROM FRENCH.

The Annual Prize for the best translation from the French Language into English, was awarded,

To EVANDER CHILDS, Jr. of the Sophomore Class, a copy of Bossuet’s *Discourse on Universal History*.

ANNUAL PRIZES FOR PROFICIENCY IN FRENCH.

The Annual Prize of the “PROPRIETORS OF THE COURIER DES ETATS-UNIS,” was awarded as follows, viz.:

FIRST PRIZE :

To AUGUSTUS JOSEPH VCARGNOZ, of the Freshman Class.

GENERAL REMARKS.

In presenting to the Board of Education the Eighth Annual Report of the Free Academy, its Faculty embrace the opportunity to offer their respectful acknowledgments of the official care which the Institution has received from the whole Board generally, and especially from the Executive Committee, to whom its management was entrusted, and they do so with heightened satisfaction, because they are assured by the last Report of the Board to the State Superintendent of Public Instruction, that the members of this Honorable Body entertain a most lively sense of the high character of the Academy, of its thorough instruction, its faithful administration, and its widespread and efficient usefulness.

The Building has been extensively repaired and improved; it has been made more commodious for purposes of instruction and discipline, and by its new arrangements, is, at least for the present, reasonably convenient for the exercises of the students.

The Library has hitherto increased annually, and already contains a numerous collection of valuable works. The revenues accruing from the munificent devise of the late Seth Grosvenor, Esq., together with the means obtained from the State, constitute a fund which will steadily and greatly augment the number of volumes, and render this one of the richest libraries in the city. Before long a more spacious room, or a distinct building, will be required, which should be made fire-proof—an arrangement of security that the present Library does not possess.

The Course of Study pursued in the Academy is thorough and varied. Its general aim is a careful culture of all the mental faculties, in order that graduates may be well prepared for any responsible occupation in manhood. And whilst its great purpose is this large discipline of mind, it does not preclude the pursuit of special branches; and a wide liberty of choice is granted to all parents, whereby they may freely select for their sons such studies as their own judgments may prefer. This

Course of Study is certainly approved by the people, for *the numerical prosperity* of the Academy shows the esteem with which the citizens of New York regard it. There are more than 800 students upon this year's record: and in many instances the brothers and relatives of those who have already graduated, or who are now in the higher classes, have become members of the Academy, hereby proving that the favorable regards of the community are strengthened by an intimate acquaintance with the Institution.

Nor does it prosper in numbers only. *Its Industry* is equally note-worthy. Never has a livelier ambition to work diligently and excel in knowledge animated the students. Never has there been so large a proportion of successful workers. Never before have so many purposed to prosecute their studies to the end of the course.

These facts make it plain that *the Discipline* is judicious and well administered. For nothing can more clearly demonstrate the efficiency of a government than such fruits as Industry, Zeal, Order, and Satisfaction—and these abound in the several classes.

The Corps of Teachers, who fulfil their duties with fidelity and earnestness, is, numerically, barely sufficient for the daily routine of services. The large number of students; their increased mental activity; and the proportionally greater intellectual development of the more advanced classes, demand extraordinary labor on the part of their Instructors. They impose upon them an amount of care and toil, which (it is believed) exceeds the requirement of any Literary Institution of equal magnitude and grade in the country. The Faculty therefore cannot withhold the remark, that their compensation is not commensurate with the kind and degree of professional labor, which they perform. It is their opinion, moreover, that, almost unanimously, those citizens of New York who best understand the nature of the work and its responsibilities; and who, furthermore, are most thoroughly acquainted with the actual utility of the Academy, (inasmuch as their own sons have been educated in it,) desire that the salaries should be increased, and regret

that their wishes in this respect are not more perfectly represented by all the members of the Board.

Each successive year unfolds more and more the advantages that arise to individuals and to the public, from *the popular character of the Academy*, admitting equally to the benefits of its culture, the rich and the poor without distinction. Whilst the sons of the opulent are practically taught, that intrinsic merit not adventitious wealth, alone constitutes true personal worth many young men of intellectual ability and moral excellence whose poverty debarred them from the purchase of a liberal education, have acquired in the Academy that strength of mind those habits of patient investigation and accurate study ; that knowledge of scientific and scholastic principles ; and that ready skill in the application of what they learned, that now enable them, as teachers in our schools ; as professional men in the pulpit at the bar, and in medicine ; as merchants, as mechanics, as engineers, as professors, to work out fame and fortune for themselves ; whilst their labors and their example redound to the well-being of the whole community. The number of such men, *the Scholars and Alumni* of the Academy, yearly increase in our midst. They are inspired by an ardent love of our system of Public Education. Their own experience has taught them its value. Their cultivated minds comprehend its deep social, civil, and political importance. And thus does society receive yearly accessions to its ranks of earnest, enlightened grateful supporters of that which is the chief stay of our national blessings—*a free public provision for virtuous intelligence to be diffused throughout all classes of the people.*

Under your guardianship, the Academy has thus become an active and successful worker in the very hearts of the talented youth of this great city. It trains them to a just appreciation of genuine excellence. It disciplines them to habits of order and labor. It furnishes them with the living principles of varied knowledge. It nerves them for the after struggles of their world-wide life. It is by its very nature and operation a witness and an advocate of that priceless fundamental truth, that the security of a Republic is founded upon the thorough enlightenment of its citizens.

Its Faculty therefore commend it anew to your protecting care, invoking for it all the liberal support and steady direction that its acknowledged services deserve.

All which is respectfully submitted.

HORACE WEBSTER,
President of the Faculty.

GERARDUS B. DOCHARTY,
Secretary.

No. 17.

DEPARTMENT OF PUBLIC INSTRUCTION,

STATE OF NEW-YORK.

BOARD OF EDUCATION,

CITY OF NEW-YORK, DECEMBER 28, 1859.

THE PRESIDENT laid before the Board the Annual Report of the City Superintendent of Schools.

Ordered, *That said Report be laid on the table and printed.*

THOMAS BOESÉ,
Clerk.

REPORT.

CITY SUPERINTENDENT'S OFFICE, }
New-York, December 28, 1859. }

To the Honorable the Board of Education :

THE undersigned, City Superintendent of Public Schools, in accordance with the provisions of the Act in relation to Public Instruction in the city of New-York, has the honor respectfully to report :

That in compliance with the injunctions of the law, and the requisition of the Board, and in conjunction with his assistants, he has, during the past year, visited and examined all the schools under the charge of the Board—inquired into “all matters relating to the government, course of instruction, books, studies, discipline and conduct of such schools, and the condition of the school-houses and the schools generally”—“advised and consulted,” so far as was within his power, “with the Trustees, in relation to their duties, the proper studies, discipline and conduct of the schools, the course of instruction to be pursued, and the books of elementary instruction to be used therein,” and “generally, by all the means in his power, under the regulations of the Board of Education in respect thereto,” earnestly endeavored “to promote sound education, elevate the character and qualifications of teachers, improve the means of instruction, and advance the interests of the schools committed to his charge.”

There are in the city fifty-two Ward Schools, comprising forty-four grammar-schools for boys, forty-five for girls, three in which the boys and girls are instructed in the same depart-

ment, and forty-six primary departments for the instruction of both sexes ; thirty-five primary-schools ; and eight schools for colored children. In these several schools and departments, the aggregate number of pupils registered during the past year, is 138,688 ; of whom 26,731 attended less than two months 30,399 two months, and less than four ; 20,153 four months, and less than six ; 16,962 six months, and less than eight ; 17,573 eight months, and less than ten ; and 26,870 ten months and over. The average attendance for the year, ascertained in the mode prescribed by law, (that is, by adding together the number present each half-day, and dividing the amount by 460, or the number of school sessions,) was 51,489 : being an increase of 59 over the corresponding average of the preceding year. The number of pupils under instruction in the Free Academy, during the past year, was 830 ; in the forty-four evening schools, embracing twenty-four for males, and twenty for females, 15,351 ; in the three normal schools, 650 ; and in the twelve incorporated institutions, participating in the distribution of the public money, 7,809 ; making a total aggregate of 161,828.

The whole amount of money expended during the year, for the maintenance of these schools, was \$1,246,000 ; of which \$617,128 91 were paid for the salaries of teachers and janitors ; \$363,946 23 for the erection of new school houses, the purchase of sites, and repairs and alterations of existing edifices ; \$29,530 19 for the purchase of fuel ; \$72,485 73 for books, stationery and school apparatus ; \$25,167 63 for salaries of officers of the Board ; \$50,112 04 for the support of the Free Academy, including supplies ; \$69,089 23 for the Evening Schools, including supplies ; \$9,155 73 for the Normal Schools, including supplies ; and \$9,384 31 for various contingent expenses connected with the administration of the system, such as alterations, repairs, furniture, stationery, &c., for the several offices and apartments connected with the Hall of the Board of Education, the printing for the Board, and the expenses of the Depository. Of the aggregate amount thus expended, \$207,332 95

were apportioned by the State Superintendent of Public Instruction from the School Fund of the State, (being \$191,684 03 less than the amount contributed by the city, as its proportion of the whole amount raised by tax on the assessed valuation of real and personal estate, for the support of Common Schools throughout the State,) and the remaining \$1,038,667 05, were raised by taxation on the property of our own citizens exclusively.

CONDITION OF THE SCHOOLS.

No material change has occurred in the general condition of the schools of the city during the past year. The result of the examinations, comprising a careful systematic and thorough inquiry into the attainments and progress of the several classes in each of the departments and schools, indicated a very considerable advancement in the average scholarship and grade of the schools over the standard of the preceding year,—a healthful spirit of emulation on the part of pupils and teachers—and a faithful discharge of the responsible and laborious duties imposed upon the latter, in the respective positions assigned to them by the officers of the several wards. The elevation of the standard of qualifications required of teachers by the ordinance of the Board and the regulations of this department, together with the resolution adopted by many of the local Boards, to employ none but teachers of the highest qualifications of scholarship, have already exerted a powerful influence in the advancement of the schools, and in the more thorough instruction of the several classes in all the departments. Through these means, much of the time and mental energies of the teachers, heretofore abstracted from their legitimate purposes, by the necessity of continued preparation and study for the Normal School, has been reclaimed for the uninterrupted discharge of their daily duties; and no difficulty has hitherto been experienced in securing the services of an adequate supply of well qualified instructors, for the different classes and grades of the schools. There can be little doubt that much of the excellence of our school system, and of its general superiority

and practical efficacy, is attributable to the admirable order, discipline and drill, by which its operations are in every department characterized. These features, together with the excellent accommodations provided for the comfort and happiness of the pupils, divest the work of instruction of all those repulsive associations, which, in their absence, have so generally rendered school life irksome and distasteful. They convert the daily routine of the school room from a monotonous and wearisome succession of laborious tasks, to be accomplished in the midst of irrepressible confusion and disorder, under the most degrading penalties, into an agreeable and instructive occupation, alternating with wholesome and invigorating exercise, and made attractive by the charms of music and of song. Order is secured and maintained without severity, or the harsh coercion of arbitrary power; the most perfect discipline is effected without irksome restraints, and an attachment to and love of the school and its exercises, induced without the agency of premiums, rewards, or extraneous stimulus of any kind.

EXAMINATIONS OF THE SCHOOLS.

It is not unknown to the Board, that during the past three years, a system of examination has been annually pursued in all the schools, occupying a period of some eight months, embracing all the classes, and every branch of instruction in each department, and including within its scope every pupil whose attendance had been regular, and who had been a member of the class examined, for at least three months preceding such examination. The general principle upon which the examination was conducted and its results indicated and reported to the school officers of the respective Wards and to this Board, were substantially these: A few weeks previous to the examination of each school, the teachers of the several classes were furnished with blank schedules, to be filled up by them, stating the number of pupils on register in the class; the average attendance during the month preceding; the number respectively promoted from and into the class during the

previous quarter; the average number of months the pupils had belonged to, and been in attendance in the class; their average age, the studies pursued, and the books used by the class, and its progress in each; the name of each pupil, with the number of months in the school, in the class, and in actual attendance in the class, and the school, if any, from which such pupil came. On the day assigned for the examination, the officers of the Ward having been duly notified to attend, such of the pupils of each class as were reported to have been in regular attendance for the preceding two or three months, were examined in the various studies stated in such report to have been pursued by them, the examination of each class occupying an average period of one hour and a half. If in each or any branch of study thus pursued, the answers given by the whole class to the questions proposed (which were exclusively confined to the course gone over by the pupil,) were full and satisfactory, the class in that study received the highest mark,—viz., 8—that having been adopted as the standard to designate a perfectly satisfactory result. If seven eighths of the class passed a satisfactory examination, the result was indicated by 7—six eighths, or three fourths, by 6—five eighths by 5—four eighths or one half by 4, &c. In announcing and recording these results on the books of the school, while the class exhibiting no failure in any given study was awarded the highest degree of excellence in that study, the success of seven eighths was designated “excellent”—of three fourths, “good”—of five eighths and one half, “fair”—and all below that as “deficient.” The average result of these marks, in all the studies pursued by the class, constituted its average standard of scholarship: and the average result of the examination of all the classes, that of the school or department. In addition to this, the *grade* of the respective classes, according to the standard adopted by the Board of Education, was ascertained on such examination: and the average grade of the school determined by the average number of pupils in each grade. At the close of the examinations, these results were tabulated and reported to the Board,

with such explanations and comments as were deemed necessary and proper to exhibit the actual standing and scholastic character of each school, department, and class.

In this manner upwards of one thousand classes have annually been examined during the past three years, and with the most satisfactory results, so far as related to an actual knowledge of the attainments, proficiency and mode of instruction of the classes. Each succeeding year developed a higher standard of success on the part of both teachers and pupils: no complaints were heard from any source, and so far as the undersigned and his assistants were aware, no objections of any kind existed on the part of teachers or school officers, either to this mode of examination or to the methods adopted for giving them practical efficiency in ascertaining, announcing, and recording the results. The *publication* of these results by the Board, to whom, at the end of each year, they were reported, had, indeed, given rise, in one or two instances, to objections, on the ground that opportunities were thereby afforded for invidious *comparisons* between schools occupying favorable and unfavorable localities: but this consequence was deemed an incidental and unavoidable consequence of such publication, and as in no respect militating against the *system of examination* itself. At all events it was the duty of the Superintendent to report the facts as they existed; and the publicity given to such facts was the act of the Board, over which he had no control. No just grounds of complaint existed on the part of any of the schools, however unfavorably located, nor were any alleged by their officers or teachers, who were well aware that the success of their schools or classes in no respect depended upon location, but upon the completeness and thoroughness of the instruction given, without reference to its *extent* or the advancement in *grade* of the classes.

On the 21st of September last a memorial, signed by twenty-four of the Male Principals of the Grammar Schools, was presented to the Board, setting forth that the *system of examination* pursued by the Superintendent was "productive

of the most serious injustice to the teachers, and of the greatest injury to the pupils of the schools," basing their conclusions on the following specific reasons : " First, The Superintendent's system takes no account of the different circumstances that surround each school, but measures all by the same unbending standard. Second, The teachers in unfavorable localities are often compelled to work harder than those in more favorably situated schools, and yet find themselves degraded in professional reputation by this system. Third, It interferes with the internal management of the schools to such an extent as to make the interest of the teachers, in many cases, entirely antagonistic to the true progress of the pupils. Fourth, It permits the Superintendent to mark any class after a few minutes' examination, as his opinion at the time may lead him ; and from this mark there is no appeal. It thus throws into the hands of one man a power entirely despotic, the exercise of which is a grievous injury to the best interests of the schools. Fifth, *It is in its very nature an unjust system* ; because it cannot take cognizance of the difficulties under which many schools labor, and cannot, except in the most mechanical way, test the work of any true teachers."

To this memorial the undersigned, in accordance with a resolution of the Board, sent in a reply, setting forth minutely and specifically the method of examination adopted and pursued by the Department, and the mode of ascertaining and recording the results ; expressing his surprise at the objections made to the system by the memorialists in the absence of any previous intimation that it was unacceptable to any of the male or female Principals, and fully and explicitly meeting and answering the various objections alleged by the memorialists to the practical operation and results of the mode of examination complained of. In conclusion, while expressing every confidence in the efficacy of the existing system to continue the work of improvement already, in his judgment, initiated under it, he declared his readiness and willingness to change or modify that system whenever a better one should be proposed by the teachers or enjoined by the Board.

The memorial and answer having been referred by the Board to the Committee on the Course of Studies, that Committee, after hearing all the arguments and allegations on both sides, directed that a meeting of all the Male Principals should be called, and a committee appointed to confer with the Superintendent and his assistants, with the view of a final arrangement of all the matters in controversy. This committee, after due deliberation and consultation, presented the following document, to which was appended the signatures of nearly all the Male Principals :

“ We, the undersigned, Principals of Grammar Schools of our city, do hereby state that *we are in favor of a continuance of the system of Examinations conducted in the same able and impartial manner as heretofore*; taking exceptions, however, to that part of the system by which teachers and schools are brought into unjust comparisons with each other.

“ We therefore recommend a discontinuance of any measures by which said comparisons may be made, and that the account of the Examinations be entered only upon the records of the schools respectively.

“ Inasmuch as the usual mode of expressing the condition of each class or school by numerals furnishes the means of drawing said comparisons, we would also earnestly recommend that in making the various statements upon the records of the schools the use of numerals be discontinued.”

To the request contained in this document, the undersigned and his assistants expressly disclaiming the existence of any responsibility on their part for “unjust comparisons,” made by others over whom they had no control, promptly and unhesitatingly assented, so far as they could do so consistently with the explicit requisitions of the law and the by-laws of the Board of Education; consenting to confine their detailed *reports* of the examinations of the several classes and schools to the records of the schools respectively, and to indicate the results in such records by words instead of numerals—reserving to themselves, however, the right of *ascertaining* such results by the adoption and use of such a standard, numerical or other, as might, in their judgment, enable them to approximate with the greatest attainable degree of accuracy to the real standing, character and attainments of the classes

under examination. They added, that they did not feel themselves at liberty to characterize these results in any arbitrary or capricious manner, and that they were aware of no mode in which this could be avoided more effectually than by the adoption of some fixed and definite standard, by means of which the proportion of correct and satisfactory answers to the various questions propounded by the examiners might be ascertained with the greatest possible precision.

At a subsequent meeting of the Committee and teachers, it was resolved "that the Teachers' paper, taken in connection with the City Superintendent's answer, be accepted as a final basis of adjustment." This result received the sanction of the Committee of the Board, to whom the whole matter had been referred, and they were accordingly, at their own request, discharged from its further consideration.

It will be perceived, therefore, that the grounds of objection to the system of examinations conducted by the Superintendents, as set forth in the original memorial of a portion of the teachers, were so far modified by the united action of nearly the whole body of the Male Principals, as to embrace only that part of the system by which, in their judgment, "teachers and schools are brought into unjust comparison with each other," in the use, namely, as far as set forth in this final document, of numerals, in recording the result on the books of the several schools, and the report and publication of the detailed reports of the examination. With these exceptions, the system itself was explicitly, and in the most flattering terms, approved and commended; and, although the modification suggested would, in the judgment of the Superintendents, tend rather to weaken than to strengthen the general efficacy of the examinations as heretofore conducted, they did not hesitate to yield up their convictions in this respect, to the expressed wishes of so large and respectable a body of teachers; deeming it of the utmost importance that harmony and union should, if possible, invariably characterize the relations subsisting between themselves and those engaged in the immediate charge of the schools confided to their supervision.

EXCELLENCIES AND DEFECTS OF THE SYSTEM.

It may not be inappropriate on an occasion of this kind to present a brief comparative view of the various excellencies and apparent defects of that system of public instruction which has secured so firm a foothold in our midst, and attained so large a share of public confidence and regard. Its intrinsic importance in every point of view, considered with reference either to the powerful influence it has already exerted, and is destined hereafter to exert, in the intellectual and moral education of the people to the munificent fund which has been provided for its perpetual maintenance and support, to the large class of public officers constantly engaged in its administration and supervision, or the still larger body of teachers systematically and assiduously engaged in its practical operation, demands that its entire structure should be carefully and critically examined, its results fully tested and scrutinized, its defects ascertained and noted, and its capabilities for the accomplishment of a still higher degree of excellence illustrated and enforced.

I. And first, among its excellencies may be enumerated *its full and practical recognition of the great principle of UNIVERSAL AND FREE EDUCATION*; the principle that it is the duty, as it is the highest interest of the State, the community, or the municipality, to provide for the adequate instruction of every child within its borders, without discrimination or restriction. The period is still comparatively a recent one since this most important and fundamental principle, as well of education as of Political Economy, became completely and definitively incorporated into our system of public instruction.

From the first organization of the Public School Society, down to the year 1824, only the children of the poor were permitted to participate in the facilities afforded by the society for elementary instruction; or if, during a brief period, others were occasionally admitted, it was only on payment of a fixed though moderate charge for tuition. The sterling good sense

and comprehensive wisdom of the administrators of that system, soon however enabled them to penetrate the injustice and inexpediency of the distinction thus made, and at a period when the advocacy of the Free School principle was scarcely known beyond their own ranks, firmly to grasp and permanently to ingraft that great idea upon the noble structure they were engaged in rearing. They threw open the schools of the society to all the children of the city, without distinction of rank, wealth, or cast, and proclaimed free admission to all, "without money and without price." And from that time to the present, all the public schools of the city, with all their advantages, benefits and blessings, have been open and free to every child between the ages of four and twenty-one years. Ample and commodious structures have been scattered at accessible points in every portion of the city; able and faithful teachers employed, and every necessary article of stationery, books and furniture provided at the expense of the city, not only for those pursuing the ordinary and elementary branches of study, but for those among the male pupils desirous of obtaining a complete, academical and collegiate course of instruction, with its accompanying honors and substantial privileges. In these respects, no state, city or country in the world has so abundantly and munificently provided for the mental and moral culture of its population as the City of New-York; and may that high honor continue to distinguish us throughout all coming generations.

Not only the power but the obligation of the State to provide ample facilities for the education of all its future citizens, is fully conceded by modern legislators and statesmen; and throughout New-England, in New-York, Pennsylvania, many of the Western, and some of the Southern States, this great principle is recognized, and to a greater or less extent, carried out by statutory enactment. But whence is this power derived, and out of what circumstances does this obligation spring? Both are clearly derived from the reciprocal rights and duties of the governing and the governed—the one affording protection to

person and property, securing peace and order, and upholding the majesty and the supremacy of the laws—and the other submitting to all necessary and proper restraints, and yielding up a portion of their natural liberty for the attainment of these high and most desirable purposes. Neither of these objects it is evident can be accomplished, except, perhaps, under an iron despotism, in the absence of general intelligence. Every citizen, therefore, possesses an indefeasible right to the free acquisition of knowledge of which no government has the right to deprive him; and it is not only the duty, but the highest interest of every republican government, regarded in a merely political and economical point of view, to provide for the widest possible diffusion of useful knowledge.

But while every citizen may thus demand of the government the free provision of all the requisite facilities for a liberal education, why may not the government, the state, or the municipality, with equal propriety, demand of every citizen that he shall faithfully avail himself of these facilities when thus furnished, for his own mental and moral culture, and that of those placed under his charge? Is it not notorious that the millions, and tens, and hundreds of millions, lavished with such profuse and bounteous liberality for the education of the people during the past half century, have been rendered almost nugatory, so far as the civil and criminal expenses of government are concerned, by the continued prevalence of those large masses of ignorance, combined with destitution and vagabondism, which are to be found in all our great cities and towns? Would it not be wise to arrest this fearfully downward tendency, by the efficient exertion of that unquestionable power which every community possesses, not only to furnish abundant facilities for the education of all its future citizens, but to insist that each and every one of these citizens shall, in some way, and to such an extent at least, as may afford reasonable assurances of upright and virtuous conduct, participate in these advantages? Can any system of popular education and public instruction, however skillfully devised and ably administered,

hope permanently to elevate the condition and advance the progress of individuals and communities, while hemmed in and surrounded on every hand by the impenetrable legions of ignorance, vice, and crime?

The efficient remedy for this state of things is in our own hands. It needs only the prompt, general and uniform enforcement of the provisions of law which authorize and require the arrest of truant and vagabond children, and on their failure to give a satisfactory account of themselves, make provision for their future residence and instruction in some one of our numerous institutions for the repression and prevention of crime.

It is not to be doubted that, on the application of the Board of Education, this statute would be efficiently carried into execution by the proper municipal authority. The time has arrived when with us education should not only be universal, but practical, thorough and comprehensive. It is not enough that a portion merely, however large, or even a great majority of the people, should participate in its benefits. Every individual, however obscure, friendless, destitute, vicious or imbecile, should be taken by the hand at the earliest dawn of his faculties, and trained to habits and principles of virtue; his intellect enlightened and expanded, and all the various faculties of his nature harmoniously developed and directed. It is not enough that the elementary principles of science should be communicated to the rising generation; liberal provision should be made for the most advanced culture which the necessities or the inclination of the individual mind may require; and the extent and degree of that culture should be limited only by those circumstances and tendencies which clearly prescribe the future course of life and theatre of action of each. In other words, each individual should be assured such an amount and degree of literary, scientific and artistic knowledge as he may deem necessary or desirable for all those objects, ends and aims, which his peculiar situation in life, and his predominant tastes, genius, ambition and powers specially require. Then and then only will he be fully quali-

fied to discharge all the duties incumbent upon him, and to reimburse to the community a thousandfold the amount it shall thus have wisely and generously expended in his education. By this liberal policy, and by this alone, will the community assure itself of the consecration to its highest interests, moral, social, political and material, of all the faculties, energies and powers of each one of its citizens, afford free scope for the legitimate and pleasurable exercise of every mental endowment, and circumscribe within the smallest limits the domain of vice and crime, pauperism and destitution, by conferring upon all the ability, and with it, so far as may be attainable in the present imperfect condition of humanity, the inclination to pursue a career of usefulness and honor.

II. By the establishment and organization of a *Free Academy* with a full collegiate course of instruction, so classified and arranged as to afford the most ample scope to each pupil in the pursuit of those branches of study which he may deem best adapted to his abilities, his station in life, and the scientific or professional objects he may have in view for the future. We have recognized and adopted the principle *that the education thus freely provided for, and conferred upon the youth of our city, shall be commensurate with the highest attainable standard of literary and scientific acquisition.* We have thus thrown widely and invitingly open to all the young men of our city the doors of the Temple of Knowledge, with free access to all its numerous and varied compartments, with every requisite facility for the most thorough and complete exploration of all its ample treasures of intellect, science and art, and with every inducement to avail themselves of its invaluable advantages. To the aspirant for scholastic honors and laurels, we have marked out a course which, upon the firm and substantial basis of the elementary instruction already conferred by the Grammar Schools, shall superadd the classical lore of ancient Greece and Rome—the higher and more abstruse mathematics—the profoundest principles of natural philosophy, and the amplest details of natural science ; while, to the more prac-

tical aims of the purely professional mind, in whatsoever direction it may desire to expand its energies, we have opened a corresponding outlet through the agency of the several modern languages, and the practical application of the various mathematical, mechanical and artistic sciences. For each individual mind and class of minds, adequate and full provision has been made, so far as the pecuniary means placed at the disposal of this department of our extended system of public instruction will permit. That these means in process of time may be so far extended, as to embrace a complete university course of instruction, with its staff of professors and teachers in all the departments of literature, science and the arts, including the various professions, of law, medicine, divinity, civil engineering, painting, sculpture and music, with all the necessary apparatus, illustrations and models, is earnestly to be desired, and from the generous and liberal spirit already manifested, confidently to be expected.

The establishment and organization of a corresponding institution for the higher education of females still remain to be accomplished by the action of the Board of Education, under the authority by law vested in that body. As by far the greater proportion of our teachers consists of females, it seems desirable to combine with this institution, when established, an efficient normal department for the special education and preparation of that large class of pupils who may design to devote themselves to this profession. Such an institution, properly organized and conducted, while it will complete the beautiful symmetry of our noble system of public instruction, will reflect the highest credit upon the heads and hearts of those whose munificent liberality and comprehensive discernment shall have aided in carrying it into effect.

III.—The numerous *Evening Schools* authorized and established by the Board in various sections of the city, present high claims to the confidence and regard of our citizens, and constitute one of the most valuable and attractive features of the system. These schools are designed specially and solely

for that portion of our juvenile population who, in consequence of their avocations during the day, are unable to avail themselves of the privileges of instruction afforded by the ordinary schools. They are also peculiarly adapted to the children of foreigners, who have not attained that knowledge of our language which would enable them to profit by the instruction given in the day schools; and to those who, from any reason—as for instance, the want of suitable clothing, the crowded condition of the schools, infirm health, not admitting of continuous application, or the natural embarrassment arising from the backwardness of their attainments when compared with other pupils of their own age, are unable or unwilling to attend the public schools. For this entire class of children of both sexes and all ages, circumstances and conditions, the most ample provision has been made, by opening in every Ward of the city, and in the most convenient locations, evening schools from the first of October to the first of March in each year, from six to nine o'clock in the evening of each school day. To these schools are assigned, by the Executive Committee having them in charge, able and competent teachers in every branch of instruction required to be taught; and the course of studies is so arranged as specially to meet the wants and to supply the deficiencies of the class of pupils for whom they were designed. They are periodically and frequently visited and inspected by the Executive Committee, by members of the Board of Education, and by the City Superintendent, who, at the request of the Committee, has specially delegated one of his assistants to the discharge of this duty.

The methods of study and the course of instruction in this class of institutions must, obviously, essentially differ, in many respects, from those prevailing in the ordinary day schools. From the great diversity of previous acquirement on the part of the pupils, the work of classification will be very difficult, and in many cases quite impracticable; and from the limited period of instruction, very little, in any direction, can be accomplished, in the case of a large number of the pupils,

beyond the mere elementary branches of study. With those farther advanced, practical and familiar lectures, aided by suitable apparatus, will be found, in general, more efficient and useful than the ordinary routine of text book instruction. In proportion to the extension of this interesting and important part of our system, the anticipation is confidently entertained that a more complete and systematic plan of instruction will be devised and matured; and that the numerous advantages which will thus be placed at the disposal of that large and constantly increasing class of our population, for whose benefit they are designed, will induce a general and regular attendance on their part upon these institutions.

IV.—The advantages consequent upon the establishment and separate organization of *schools for colored children*, ought not to be passed over in this enumeration. Our laws providing for the universal and free diffusion of education, make no discrimination between this class of our population, and those of a different origin and color; and the various public schools of the city are open, without restriction, alike to the children of each. It has however been found more conducive to the welfare and improvement of the former, and more in accordance with the views and wishes of all concerned, that separate schools should be established for their benefit, in which they can freely participate in all the advantages which are enjoyed by the most favored institutions, attended exclusively by white children. The experience of more than half a century has demonstrated the wisdom and efficiency of such an arrangement, and enabled the children of this hitherto degraded and under-valued race, successfully to vindicate their claims to an equal degree of intellectual and moral culture, with those of others more favorably situated in this regard. Arrangements are understood to be in progress, under the direction of the Board, still further to extend, enlarge and improve this class of schools: and seconded as they will, without question be, by the efforts of those for whose benefit they are specially designed, there can be no doubt that in a very brief period of time, all

the colored children of the city will be gathered into these institutions upon a footing of the most perfect and entire equality, in all things pertaining to the cultivation of their minds and hearts.

V.—In order, however, to secure, to the greatest possible extent, the blessing of a sound and universal education, the existence of a systematic, enlightened co-operation between different grades of institutions is indispensably necessary. And this high excellence is to be found in that which, in contradistinction from its external, or purely legal organization, may be regarded as *the internal organization of our system of public instruction*. This consists, 1st, of our Primary, or purely elementary schools and departments, our Grammar schools, our Normal, or high schools, and our Free Academy, or Academical College—each aiming at specific results, with direct and constant reference both to that by which it is preceded, and to that which is to follow it; and all combined, constituting, or intending and designed to constitute, through its several courses of study, a full and complete course of instruction and mental discipline, having reference, to the greatest practicable extent, to the particular wants and probable future destination of each of its subjects.

1. Of these departments, the lowest in rank—the Primary, or elementary school is by far the most important. It is here that the foundations of future character and excellence are to be laid—here, that a permanent impulse is to be given to the intellect, the affections, and the will. It is a great mistake to suppose that the work of education commences only when the intellect is sufficiently matured fully to comprehend the propositions laid before it. From the earliest dawn of sensation—from the first faint impressions of the external world—throughout the entire period of infancy, this work is in active and incessant progress; and far greater and more astonishing advances are made in this, than in any subsequent period. The earlier, therefore, the child is committed to the charge of a competent instructor, the better. Instead, however, of that senseless,

tedious and monotonous routine of letters, syllables, words and phrases, which so generally occupies the hours devoted to elementary instruction, the first years of school life should be exclusively occupied in what has been so beautifully and expressively characterized by an eloquent writer, and an eminently practical educator, as “unconscious tuition,”—in the gentle development and training of the affections—in the discipline of the passions, at that only period when they can be effectually disciplined—in the communication of a general knowledge of the productions of nature, and the various combinations of art, and in the delightful culture of the imagination—that important faculty which takes such marvellous possession of the infant mind—that wonderful depository where are gathered up, in life’s bright and sunny morning, those inexhaustible treasures of transfigured nature, to be reproduced in future days, with all their cherished associations, as the living poetry of existence—the prolonged memory of life’s fresh and fragrant dawn. It is here, in the Primary school, that childhood, surrounded by all the pleasant associations of home affections, familiarized with the beautiful in nature and in art—all its energies, thoughts, and actions, agreeably stimulated and excited, and all its impulses pure, unselfish and innocent, should be gently and unconsciously moulded into every form of mental and moral excellence, and power. If this decisive period be suffered to pass by without improvement—if these rapidly floating hours are permitted to flow onward without gathering, and assimilating those amaranthine flowers of beauty, virtue, truthfulness and love, which shed their fragrance over the whole of life’s future path, there is slender possibility that at any subsequent period the golden opportunity can be recalled. The associations connected with the period of childhood, are, as we all know, intimately bound up with the principles, habits, pursuits and aspirations of manhood—entering as an essential element into the very web and woof of character—unconsciously stealing into the “chambers of imagination”—and asserting their power amid the strongest temptation, and in the

hour of deepest trial and gloom. They constitute a reserved fund of moral and spiritual strength, to be drawn upon, when every other resource may, perchance, have failed—a life-boat in which the wretched outcast of humanity may safely reach the haven of rest.

The character and qualifications of the teachers in this department should be such as are specially and peculiarly adapted to the great work assigned to them and to the high responsibilities of their positions. With us they are exclusively females; and in this there is an eminent propriety. Young girls, however, fresh from the higher classes of the Grammar schools, and destitute in general of any experience in communicating instruction, or in the delicate task of discipline and government, are too frequently placed in charge of the lowest or infant class—the class, of all others, requiring the greatest experience, the most thorough knowledge of childhood in all its varied and interesting aspects, the utmost gentleness, patience, discrimination, judgment and firmness, combined with an aptitude and a fondness for teaching, which shall render it a pleasure and not an irksome task. This class of children, just entering upon the experience of life, with every faculty of their nature fresh and vigorous—every affection pure and uncontaminated—affectionate, docile, hopeful, and full of lively anticipation and pleasurable emotions—should never be permitted, as is too frequently the case at present, to witness or to suffer the exhibition on the part of their inexperienced teacher, of impatient petulance, of peevishness of temper, or even of an indifference to their progress, or a want of interest in themselves or their pursuits. School officers cannot be too particular in directing their attention and regards to this most important portion of their duties; in excluding from the Primary schools and departments, and especially from the infant and younger classes, every teacher, however intellectually well qualified, whose want of experience, or of interest, or whose disposition and temper unfit her for the suitable training and discipline of those committed to her

charge. In this earliest stage of instruction, error and mismanagement, ignorance, caprice, indolence, and angry passions on the part of the teacher, are fatally injurious to all subsequent progress, and the future attainments, happiness and well-being of thousands of innocent children are irremediably sacrificed at the shrine of a false economy, or of a censurable and criminal indifference, or want of judgment and proper precaution on the part of those whose duty it is to provide suitable and well qualified teachers.

Regarding, as I do, this portion of our system as by far the most important—lying, as it does, at the foundation of, and giving tone, character and value to all that is above it—I do not hesitate earnestly to recommend that the salaries paid to teachers of this department should be amply adequate to secure the services of the highest and most valuable grade of teachers, for every class, from the lowest to the highest; and that only teachers of mature age, considerable experience, and the special and peculiar qualifications adapted to this branch of instruction, be employed.

2. The Grammar schools next demand our attention. These take up the pupils of both sexes on the completion of the elementary course, and carry them through a prescribed routine of higher instruction, until they are prepared for the Free Academy. If the intellectual and moral faculties of the subjects of this instruction have been judiciously and properly cultivated in the Primary Department, their onward progress can scarcely fail in rich and abundant success. In the normal and healthful condition of the affections—the just and equitable balance of the moral nature—the mental powers instinctively demand knowledge from every attainable source; knowledge, first of all, of the wonderful world in which they are placed—of the external universe in all its departments—of sensible and material objects—their origin, uses, and ends—next, of the human race—the history of mankind—the annals of states, empires, kingdoms and governments, and the biography and remarkable traits of eminent, great and good men; then of

the more abstruse and higher departments of science—the structure and philosophy of language—the complex and yet simple combination of mathematical demonstration—the sublime teaching of astronomy—the vast and almost inconceivable periods and hieroglyphical records of geology—the varied combinations of chemistry—the mysteries of electricity, magnetism, and their kindred powers—until they reach those deeper and profounder mysteries of the human soul itself—its origin, its powers, its varied capacities of enjoyment and suffering, and its immortality.

And here, as it seems to me, in this department of intellectual training, our system of instruction far too generally falls short of that practical efficiency, that breadth and depth, and comprehensiveness of culture, which are alike demanded by the structure and requirements of the human mind, and by the varied and pressing wants of society, and of the age in which we live. There is too much of didactic and authoritative teaching—too little of inductive and suggestive ; too much of instruction, and too little of that higher and better education which alone can confer substantial and permanent power—the power of *self-culture*—the independent, free, bold and invigorating exercise by each individual of his own proper faculties of thought, judgment, reason and imagination. The elementary principles of every science—the foundations upon which it rests—its alphabet, so to speak—its essential structure and component parts—its particular terminology and symbols, must indeed be communicated ; and in all these respects the utmost accuracy, precision, fullness and clearness, both of enunciation and illustration, are indispensable. Beyond this the student should be thrown as much as possible upon his own resources, and left to follow out these fundamental principles to their legitimate conclusions on the pinions of his own expanding intellect, aided only, and that sparingly, when his utmost energies have been faithfully but unavailingly put forth by the more mature and experienced mind of the teacher. The habit of close, continuous, accurate induction,

of analyzing principles, and tracing them to their results, of sounding the depths of scientific investigation, detecting and exposing fallacies, rejecting erroneous preconceptions and prejudices, and examining questions from every attainable point of view and on every side, before definitely passing upon them ;—this of itself is a most valuable discipline of the mental powers. It is indeed essential to the formation of a sound thinker and a practical reasoner. How often, in the ordinary course of society, in the transaction of its more important and momentous affairs—in the halls of legislation, the tribunals of justice, the marts of commerce, the pulpit and the press, the numerous literary and scientific associations of the age, in the popular assembly and at the polls, do we feel and lament the absence of this great element of accurate, impartial, comprehensive, discriminating judgment, unbiassed by passion, unfettered by prejudice, untrammelled by ignorance or authority, accessible to conviction, open to truth, from whatsoever source it may present itself, and calmly suspending its final verdict whenever facts or circumstances material to the integrity of its deliverance are wanting. How many questions of political economy, legal interpretation, polemical casuistry, social improvement and advancement, and national policy, as well as of facts and phenomena of deep scientific import, are left open and unsettled from age to age, to be renewedly agitated and discussed by each successive generation for want of clear conceptions, sound inductions, and just conclusions ! The human intellect is so constituted that a proper cultivation of its various faculties might unquestionably enable it to bring to bear upon every subject, within its legitimate scope of action, the clear light of demonstrative truth. In all ages there have been found those among the intellectual guides of humanity, crowned kings of thought on the Olympian heights of mind, who have discovered and announced those great principles, the practical application of which to the most complicated problems of life has power to “unloose the Gordian knots” of sophistry, ignorance and error. It needs only, that the

masses of humanity occupying the plains and the valleys, the highways and byways of the world, be equally enlightened and disciplined to avail themselves of their birth-right, and like giants awakening from their long slumber, shake off the mental and moral incubus which has so long weighed down their energies.

It may indeed be deemed very questionable whether too large a proportion of the time usually appropriated to intellectual instruction in our Grammar School departments, is not devoted to the attainment of mere arbitrary principles and technical definitions, to the exclusion or neglect of their practical applications to the objects and purposes for which they are designed. The fundamental principles and essential rules of English grammar, arithmetic, algebra, geometry, and their kindred sciences, may, it is confidently believed, be mastered by pupils of ordinary intelligence and comprehension, in a much shorter period than that usually required in our public schools; and the time now too frequently expended in going over substantially the same ground from term to term, might not, unprofitably, be devoted to illustrations and applications of principles already gained, so diversified and arranged, as to embrace the widest field of practical utility and importance. This view would appear to derive additional force from a consideration of the multiplicity of sciences now pressing themselves upon the attention of the student, rendering too protracted a devotion to the minute details of each, inconsistent with that clearly defined and practical acquaintance with others equally important and necessary, which the higher demands of an advancing civilization imperatively require. Instances are by no means rare of profound scholarship, and varied and extended acquirements, without the corresponding ability—perhaps, even without the desire or disposition—to render them in any degree available to the great purposes and objects of human improvement, or to the elevation, expansion and enlargement of the mind itself; of vast endowments in the mathematical and classical branches, and the ability, it may

be, to grasp the accumulated treasures of every language, and solve the most abstruse and complicated problems of scientific lore, without any intelligent conception of the great "well of English undefiled," embodied in the noble creations of modern literature—of the innumerable treasures of art by which we are surrounded on every hand—of the monitory lessons and deep philosophy of ancient and modern history, or of the principles which pervade the policy, and originate and sustain the institutions of mighty and powerful governments, and fix their permanent impress upon the age in which we live. The time which should have been spent in attaining a general and familiar acquaintance with the entire range of the sciences, bestowing on each only that amount and degree of labor requisite to its clear understanding, and passing on successively to the conquest and occupancy of more advanced ground, has been injudiciously monopolized by a portion of these elementary branches, which, however essential in themselves, as constituent parts of a full course, are of little or no value independent of that course. That which might have been the highest wisdom in the middle of the last century, or even at the commencement of the present, has become utterly inapplicable to the changed condition of literary and scientific knowledge at the present day.

POWERS AND DUTIES OF TRUSTEES.

The powers and duties imposed by law upon the Trustees of the several Wards, embrace a great variety of subjects, few only of which, however, involve the exercise of that discretion, which affords occasions and opportunities for difference of views and opinions, as to the most judicious course of action to be pursued. Such of them as may fairly seem to be comprised within this class, will be briefly adverted to, with such suggestions as may occur, in reference to their proper discharge.

The authority "under such general rules and regulations as the Board of Education may adopt, to contract with and

employ teachers and janitors in the said schools, to *conduct and manage the same*, and furnish all needful supplies therefor," and to "make all needful repairs, alterations, and additions, in and to the school premises," under such limitations and restrictions as are specified in the Act, includes and warrants the exercise of all the powers and functions necessary to the maintenance of a school organization of the highest excellence and efficiency. In addition to the permanent or temporary employment of teachers of every grade, it imposes upon the Trustees the duty and obligation of the *general conduct and management* of the schools and departments under their charge, including their studies, discipline, course of instruction and text books, subject of course to such reservations and restrictions as the Board of Education may prescribe.

I. The *employment of teachers* is one of the most important and responsible, as well as delicate and embarrassing duties, which the statute has confided to the school officers of the Ward. So far as the intellectual and moral qualifications of the various applicants for appointment are concerned, the Trustees may rightfully and properly rely upon the testimonials furnished by this department, and the officers of the Normal schools. But the practical ability to teach—the executive efficiency—the peculiar tact, management and skill requisite to successful instruction—the disposition, temper and habits, which are so indispensable to the exertion of a proper influence over the expanding and susceptible mind of childhood—all these essential elements of a well qualified teacher, must be sought out, and discriminated by the Trustees. In the great majority of cases, their presence or absence can be tested only by actual observation and experiment in the schoolroom. Where, therefore, these qualifications, each and all, are not already known to be possessed by the applicant, his or her appointment, if decided upon, should be made subject to future confirmation, dependent upon the possession and exhibition of that conduct, character and skill, which constitute the only legitimate claim of the true teacher to the confidence and

regard of the school officers and of the community. Especially should this careful discrimination be exercised in the case of teachers in the Primary schools and Primary departments; and nowhere should it be more strictly and undeviatingly applied, than to those placed in charge over the lowest or infant classes.

II. The general "conduct and management" of the schools under their charge, devolved upon Trustees, will have reference principally, as before observed, to the order and discipline of such schools, the course of instruction to be pursued, and the text books to be used. And first, in regard to *order and discipline*. In general, and with very few exceptions, this portion of our system is entitled to the highest commendation, and has attained a degree of excellence scarcely admitting of improvement. This result, so generally uniform and satisfactory, however, it is to be apprehended, is not always attained by the most unexceptionable processes of government and discipline. In many, perhaps in most of the schools, it is produced by the exercise of combined firmness, dignity and affection, on the part of the principal teachers, while in others, these essential qualities are occasionally neutralized by the exhibition of angry passions, and the too frequent infliction of corporeal punishment. In the one case a direct, constant, and successful appeal is made to the higher and nobler faculties and sentiments; and in the other, results apparently similar, are, it may be, effected by apprehension and fear. So far as the effect upon the order of the school, or the progress of instruction, is concerned, the difference is not very material; but so far as the culture and development of the moral faculties of the pupils, and the formation of future character, are regarded as component and essential parts of education, a broad line of distinction exists. In no case whatever, can the exhibition of passion or temper, in any of its forms, or even the display of peevish, unamiable, petulant or harsh dispositions, be justifiable on the part of the teacher; and whenever these, or any of them, are discovered to be habitual or frequent, the best

and most sacred interests of education imperatively require the removal of the offender. The future and permanent well-being of hundreds and thousands of confiding and susceptible youth, should, under no circumstances of temporary expediency, or want of interest and efficient supervision, be sacrificed to the ungovernable caprices of a violent, rash, or passionate temper, on the part of the teacher.

With reference to the infliction of corporeal chastisement as a means of discipline, I beg leave respectfully to repeat the views expressed by me in my last Annual Report, “Where all other means, both of prevention and of persuasion, reasoning and argument, have been faithfully and perseveringly tried, and have failed—when the incorrigible offender is proof against all the gentler influences and agencies, which the teacher has at his command, and continued forbearance involves a permanent injury, not only to the obstinate transgressor, but to his associates and companions, and to the welfare of the entire school—the teacher should be clothed with the power of effectual chastisement. But this power should be exercised as sparingly as possible, and exercised when it becomes inevitable, in such a manner as to produce the most salutary effect—*without passion, without anger or undue severity, and never in the presence of the school or the class.* Its infliction should, as far as may be possible, partake of the character of a *judicial punishment*—resorted to with the utmost reluctance—upon the fullest evidence of guilt, and of contumacy, *and only as a last resort.* Vindictive punishments, frequently and hastily inflicted by the teacher, often upon slender provocation, and without due inquiry as to the guilt of the offender, or its heinousness—inflicted, too, in the presence of others, and accompanied with manifestations of angry and excited passion, should never be allowed or countenanced under any circumstances.” These sentiments are believed to be in accordance with the views of many of the ablest and most experienced educators of the age.

2. In connection with this topic of the “conduct and man-

agement of the schools" by the Trustees of the several Wards, it may be proper to advert to the frequent and periodical *reviews, receptions, exhibitions, and public concerts*, which have recently obtained a strong footing in the practical administration of our system. Although at first disposed to look with favor upon these occasional exhibitions, as incentives to study and judicious relaxations of the monotonous strictness of the regular course, and as affording opportunities to parents and to the public generally of witnessing the progress of the pupils and the condition of the schools, more mature reflection and experience has convinced me that their frequent occurrence is injurious and unwise. They necessarily involve, to a very considerable extent, departures, and that too, sometimes, for weeks together, from the regular and prescribed course of instruction; they interrupt the habit of continuous study, and interfere, in a greater or less degree, with the ordinary quiet and discipline of the schools; they occupy, in the preparation of the recitations, dialogues and songs, the time which might more profitably be devoted to systematic instruction; they minister strongly to the passion for display and show in the minds of the children, and unfit them, for some time, for the regular prosecution of their accustomed tasks. In addition to these undesirable consequences, they impose upon parents in the humble ranks of life the necessity of increased expenditure in the suitable preparation of their children for these public occasions. For these reasons, and for others, which might be enumerated, I am of opinion that this class of school exhibitions, receptions, and reviews, should be restricted within some judicious and definite boundaries—that they should be confined to the school-room, and chiefly to a review of the studies pursued; that no previous preparation, other than such as is furnished by the regular course of instruction, should be permitted; and that, while within these limits every reasonable source of attraction should be offered to the parents of the children and to visitors in attendance, no essential departure from the every day pursuits of the school, except in

the variety and order of the exercises, should be allowed. The occasion should present simply a fair and genuine exhibition of the attainments, the accomplishments, and the discipline of the school, as derived from its ordinary operations and course of instruction; affording no stimulus to the vanity and desire for display on the part of the children—subjecting their parents to no increased expense—and contributing in no degree to that restless excitement with which extraordinary occasions are uniformly looked forward to.

In the case of public concerts or dramatic and musical exhibitions, given by pupils of our public schools, under the direction of their teachers, either for display or for the accomplishment of some specific object, such as the purchase of pianos, &c., the force of the objections to which I have adverted are, in my judgment, immeasurably increased. Our public schools were not established and are not maintained for such objects or purposes. They exert a deleterious influence upon the best interests of education. By the long and systematic preparation which they require, they effectually divert the minds and energies of the pupils from their ordinary avocations, and create an unnatural and unwholesome excitement, seriously injurious to future progress and advancement. They can be justified by no imperative necessity; for if the furniture or instruments which are required cannot be procured through the ordinary agencies provided by the Board of Education, or by the action of the school officers of the Ward, it is far better they should be obtained by individual subscription of the parents, than that the inmates of our institutions of public instruction should be frequently transformed into public actors, vocalists, and dramatists, for the attainment of any, even the most important and indispensable adjuncts of their studies.

III.—The authority conferred upon the Trustees “to make all needful repairs, alterations and additions, to the school premises” under their charge, involves the corresponding duty of keeping those premises, at all times, in neat and comfortable condition as to cleanliness, warmth, and proper ventilation.

Instances have frequently come under my observation of the failure, in many essential respects, to comply with these obligations. The fault, however, is frequently with the janitor rather than any positive neglect on the part of the Trustees. Still it is a fault, and one which demands the constant supervision and oversight of the School Officers of the Ward. The rooms and furniture of the school should be kept uniformly clean and neat—the walls, windows, and doors in good repair, the halls and passages free from obstructions, and the yards, play-grounds, and out-buildings in perfect order. Inattention to the condition of the out-buildings, I find, in particular, to be a great and growing evil in many of our schools; and I am inclined to attribute it, chiefly, to the absence of direct and frequent personal supervision on the part of the School Officers, and, perhaps, to some considerable extent, of the teachers. At all events, it is an evil which should, under no circumstances, be longer tolerated—leading, as it does, to consequences pernicious not only to the health, but to the morals and manners of the pupils, and reflecting unfavorably upon the neatness, good order and proper management of those having them in charge.

Much and unnecessary suffering is, also, frequently experienced in some of the schools from the want of sufficient warmth during the cold season. Owing to some deficiencies in the furnaces, or some neglect of the janitors or of the Trustees, and, perhaps, in some instances, to a combination of all these causes, the rooms in which the pupils and teachers are compelled to pass the greater portion of their time are often uncomfortably cold, to the serious exposure of the health of their inmates. These inconveniences should, wherever they are known to exist, be remedied as speedily as possible, and their recurrence, if practicable, prevented.

The proper *ventilation* of our school rooms—particularly of the class-rooms—during both summer and winter, is far too generally neglected, and the health, both of teachers and pupils, permanently endangered by the omission. The process

is easily to be accounted for. A large class of children, with their teacher, on first entering the room assigned to them, find its atmosphere pure, and fail to notice or detect, thought they can scarcely help feeling, the gradual and rapid process of vitiation which their continued presence induces. The moment a stranger or visitor enters the room, he becomes at once aware of, and powerfully affected by, the unwholesome atmosphere, while those who have, perhaps for hours, been inhaling it, have been unconscious of any change in this respect. Proper means of ventilation should be furnished to every room, and an accurate thermometer provided, by constant reference to which, on the part of the teacher, the atmosphere of the apartment should be graduated in accordance with an established standard of health and comfort.

IV.—The importance of a frequent visitation, and careful, systematic and thorough inspection of the several schools, can scarcely be over-estimated by those to whose immediate supervision and care they are confided. No day should be permitted to pass without the presence of some one or more of these officers, who should satisfy themselves that everything pertaining to the welfare and proper administration of the school has been provided—that the duties of the teachers are faithfully and efficiently performed—that the books and records are well kept—that the attendance of pupils is regular and punctual, and that no reasonable causes of complaint, either on the part of the parents or of the pupils, exist. This element of faithful supervision is regarded by the most intelligent and experienced educators as vitally essential to the prosperity and advancement of every well regulated system of instruction: and while it affords the highest encouragement and stimulus to the teachers, it is equally indispensable as the means of enlisting and securing the confidence of the community, and especially of those who entrust their children to the guidance of these institutions. School Officers should not rest satisfied with merely entering the schools and leaving the record of their names, and the date of their visitation; nor even with a cursory and formal

glance into the several class-rooms. They should confer freely with the teachers on all subjects requiring their attention and regard, and endeavor, as far as possible, to secure their confidence in everything connected with the performance of their duties. They should carefully note the discipline of the school in all its departments, and make such suggestions and give such directions, as the circumstances may seem to require. They should be familiar with the routine and processes of the class-rooms, acquaint themselves with the modes of teaching and the results produced in each ; not omitting to distribute the meed of praise and encouragement when deserved, both to pupils and teachers. Where anything censurable or wrong in the conduct, discipline, or mode of instruction of the teacher, presents itself, care should be taken to administer no rebuke or censure in the presence of the pupils, or in any way to lessen their respect for, deference to, and confidence in their instructors. Nothing can be more fatal to the authority or usefulness of a teacher, than the knowledge or suspicion, on the part of her pupils, that she has incurred the rebuke or displeasure of her superiors, or that she does not possess their entire confidence and regard. In all things, not involving absolute error or wrong, or palpable inefficiency and neglect, the teacher's authority and influence should be maintained and upheld by all the weight of official dignity and power.

V.—Applications are almost daily made to this office by teachers and their friends, for information as to the existence of vacancies in any of the public schools, with the view of applying for situations. These inquiries it is found impossible to answer, from the want of the requisite information from the different Boards of School Officers of the city, who, in general, are alone cognizant of the facts ; and the applicants are consequently either compelled to visit the officers and schools of the several Wards, or induced to resort, at a heavy and inconvenient expense, to some of the intelligence offices established for that purpose in different quarters of the city. I would, therefore, respectfully suggest that on the occurrence

of any vacancy in the situation of a teacher in any of the departments of the schools of the respective Wards, where no specific arrangements have already been made or may be in view for filling it, the Clerk of the Board of School Officers of the Ward in which such vacancy exists be directed to communicate the fact to this department, specifying particularly the position vacant, the requisites of scholarship, age, sex, and special accomplishments, and the time when the vacancy is to be supplied. A corresponding list of applicants, with their residences, age, and specific qualifications, will be kept at this office, and such information furnished to both parties as may enable each to avail themselves of the facilities thus provided, in the readiest and most convenient manner, and without unnecessary trouble or pecuniary cost to either. By the adoption of this simple plan, School Officers would, in many instances, be essentially aided in promptly securing the services of teachers of superior qualifications, whose merits and availability would, otherwise, remain wholly unknown to them; while on the other hand an easy and accessible source of information would be afforded to applicants of every grade.

SCHOOL LIBRARIES

In previous reports from this department, I have taken occasion to call the attention of the Board to the existing provision in its by-laws, which authorizes and directs the purchase, from funds specifically set apart for that purpose, of School Libraries for each of the Grammar Schools, male and female, and the advanced Primary Departments. By this provision such of these schools and departments as have an average annual attendance of 150 pupils and under, are entitled to a library of five hundred volumes; those averaging over 150 pupils, to one thousand volumes, and those averaging 250 and over, to fifteen hundred. Although this liberal and beneficent ordinance has been in force for more than four years, no effective measures have yet been adopted for carrying

it into execution. The ample funds assigned for this object, have, from year to year, been otherwise appropriated and applied under the direction of the Board, while such of the schools as found these libraries indispensable to their improvement and advancement, have been left to provide them by private subscription and individual effort. I respectfully and earnestly renew the recommendation heretofore made, that immediate and efficient steps be taken by the preparation of a proper catalogue for the supply of this pressing want of the schools of the city. A well selected library of from five to fifteen hundred volumes in each of the grammar and advanced primary departments, would, there can be no doubt, essentially promote their general efficiency and high literary culture, create and foster a taste for and a habit of reading, while at the same time it would direct that reading into the best and highest channels. At the present day, and in the present advanced stage of general education, the minds of the young are irresistibly attracted by the floods of literature of every kind which emanate from the inexhaustible repositories of the press; and unless properly and judiciously guided, there is the greatest danger that this tendency may prove fatally injurious by an indiscriminate indulgence or a vitiated and perverted taste.

A large proportion of the most advanced and intelligent pupils of our public schools have no access either to public or private libraries, and are consequently compelled to procure that intellectual sustenance which their expanding minds imperatively demand from such equivocal sources as present themselves on every hand, in a cheap and attractive form, to their notice and regard. Free access to the standard works of literature, science, history, poetry, biography and travels, while it would create and abundantly gratify a higher and purer taste, could not fail to store the intellect with useful knowledge, and the heart with sound and enduring principles of goodness and virtue. It is scarcely possible, indeed, to overrate the benefits and blessings of such a library placed in each one of our hundred grammar schools, and brought within

the reach of every pupil. It is well worthy of consideration, too, that the funds appropriated by the ordinance of the Board, were originally destined by the legislature to this specific object, and that their diversion to other purposes was authorized on the erroneous supposition that abundant facilities already existed in the numerous public libraries of this great metropolis, for all who might desire to avail themselves of their benefits. Experience having amply demonstrated the utter fallacy of this idea, and the entire impracticability of its realization, it is clearly proper and just that the liberal benefaction of the state should revert to the channel into which it was designed to flow.

OBJECTS AND PURPOSES OF EDUCATION.

The great and leading object of all true education, is to prepare its recipient for a life of usefulness, integrity, honor and happiness here, and for the higher scenes and associations which await him in that unending future to which all our hopes and aspirations tend. To this end, we store the mind with varied knowledge, that it may comprehend all those instrumentalities and agencies, which may be brought to bear upon the pursuits of life—that it may take cognizance of its own mysterious and unfathomable nature, and exert its various and wonderful faculties, each in its own appropriate sphere, for the advancement of its own well being, and the benefit and welfare of those within the circle of its influence—that it may avail itself of the ample experience of the past, through the thoughts, actions, trials and sufferings of the great, the wise, and the good, as well as of the erring, the guilty, and the criminal—that it may gather to itself, and assimilate, and appropriate to its own individual being, all that the external universe has of beauty, sublimity, magnificence and harmony—all that the human mind has uttered of grandeur, melody, wisdom and power—all that human art has moulded into imperishable forms of loveliness, beauty and grace—all that science in its ample and spacious domain has to bestow—all that the passing

incidents of the busy world, in their manifold combinations of "the still, sad music of humanity," have to teach. To this end we cultivate the spiritual and immortal nature, that it may know its origin—worship and adore its great Creator—learn His will—bow to His behests—trust in His goodness—confide in His assurances of mercy and love—reverently and confidently accept His revelations of Himself to humanity—"do justly, love mercy, and walk humbly before God." Have our institutions of public instruction, in their bountiful provisions for the intellectual and moral culture of the young, as yet realized, or attempted faithfully to realize, in their various courses, these great and essential ideals? Has it been—is it now—the end, ambition, aim, and "exceeding great reward," of their teachers, to educate their pupils for eternity—to imbue them in the early spring-time of their existence, while their minds and hearts are yet open to every impression, with the spirit and the precepts of Christianity—to form their character, mature their principles, establish and confirm their habits, and direct their conduct, in accordance with the dictates of that "wisdom which cometh from above," and which alone can guide them safely and unharmed through the countless perils of "this present evil world?" Are they preparing for the broad arena of human life, with its multifarious and diversified interests, men and women, who shall go forth to adorn its various walks, to add to the sum of human happiness, and contract the circle of human misery, and to diffuse around them on every hand, the kindly and genial elements of goodness and virtue, and truth and love—or are they sending forth mere scholars, with varied mental accomplishments, but destitute alike of practical skill, and that high moral and spiritual culture, which are indispensable to true worth and greatness? Do they so discipline the intellectual faculties of their pupils, as to enable them, from their own resources, to separate the pure gold of truth from the dross of error, in which it may be imbedded—to eliminate it from the specious fallacies with which it may be surrounded—accurately and logically to trace effects,

however remote and apparently unconnected, to their causes—skilfully to combine, compare and analyze, with strict reference to first principles and undeniable premises—or do they content themselves with the authoritative communication of results, satisfactorily deduced by others, the most complete mastery of which, while it may confer a show of erudition, strengthens only the memory, and substitutes a superficial gloss of learning for the real power of true science? And finally, do they conduct those committed to their charge, by a wise gradation, through the fundamental principles, and varied applications of the exact sciences, over the broad and inviting fields of natural history and philosophy, to the more elevated and nobler domain of genius, imagination, poetry, art, metaphysical research and theological lore—regions where all the higher faculties of the human mind may “bathe in floods of living light,” and plume their energies and strengthen their pinions, in those “green pastures,” and by the side of those “still waters,” which, like Siloa’s gentle stream, “flow fast by the oracles of God?”

Grievously do they err—sadly and lamentably do they misconceive the objects and purposes of that “liberal and generous culture” which Milton so earnestly and eloquently inculcates as the summit and aim of all true education, who would exclude from its true scope those “thoughts that breathe and words that burn,” conceived and uttered in musical accents, by the “world’s gray fathers,” in the first faint dawn of civilization, in the bracing, invigorating mountain air, of its morning fragrance and beauty. Inexcusably and unjustifiably do they “cramp, cabin and confine” the divine faculties of the human mind, who would deprive it of ample and free communion with those master spirits of deathless lyre and song, who, in all ages, and from the earliest times, have cast the radiant glories of their rapt imaginations, “above the smoke and stir of this dim spot, which men call earth.” Will it be said that these frequent excursions into the purer and rarer atmosphere of genius and fancy, tend to unfit us for the practical duties, and stern requirements of this “working day world?” As

well may "nature's sweet restorer, balmy sleep," be proscribed for its "thick coming fancies," its evanescent glimpses of the soul's transcendent greatness, "unclogged with baser matter,"—its vast absorption of that mere pittance, at best, of time allotted to us for the great task of existence. Both our sleeping and waking fancies invigorate, strengthen, and renew the powers and faculties of the mind, lift it above the stifling vapors of flesh and sense—replenish it with the pure elements of its native atmosphere—and speed it on its appointed pilgrimage of earthly struggle and suffering, refreshed and reanimated for the stern battle of life. "They also serve, who only stand and wait."

" From the mount
Of high transfiguration, we come down
Into our common life time, as the diver
Breathes upper air a moment ere he plunges,
And by mere virtue of that moment, lives
In breathless deeps and dark."

And who that has ranged over the wilderness of sweets, the wide extended plains of knowledge, the lofty summits of profoundest wisdom, which the literature of ancient and modern times spreads out to view—who that has lingered over the classic pages of Homer and Virgil, of Plato and Cicero, of Dante and Tasso, and bathed his soul in the rich poetry and eloquent prose of Spenser, Shakespeare, Milton, Cowper, Scott, Wordsworth, and Coleridge, and of our own Bryant, Longfellow, and Irving, and all that immortal brotherhood of genius, whose great names "posterity will not willingly let die"—who that has stood before the deathless creations of those heavenly minded artists of the olden time, who have clothed the temples and palaces of Greece, and the vaulted cathedrals and storied ruins of Italy with a glory and a power which modern genius and art have vainly essayed to rival—has not felt in the inmost recesses of his being, that "a thing of beauty is a joy forever"? Who that has listened to those immortal strains of melody and harmony—those bursts of glorified sound—which, under the

hands, or animated by the spirits of the great composers of ancient and modern times, fill air, earth and heaven with the prolonged echoes of their lofty and spirit-stirring cadence—feels not more deeply conscious of his heavenly origin, of the unspeakable greatness, the awful sanctity, the solemn responsibilities of his mysterious being? Are we, then, justifiable in dismissing the youth of our land from our halls of learning, with these immense capacities of refined enjoyment, these noble channels of the soul's activity, these abiding testimonials of its innate grandeur, undeveloped and uncultivated?

The times in which we live, too—and the spirit of the age in which our lots have been cast, are fertile in great events, great discoveries in science and the arts, great revolutions of opinions and principles, great movements of the popular mind, and great premonitions, in every direction, of the possible and probable future. Grave questions of political and social economy, involving results of immense magnitude and importance, are agitating the deepest and profoundest intellects of every community. Principles which underlie the very foundations of government and society, are discussed in every quarter. Vast physical changes are silently but rapidly effacing the "old landmarks" of past ages, and elements are incessantly at work, which in their ultimate development, are destined to change, it may be, the entire aspect of our modern civilization. Are our institutions of learning, of every grade, taking heed of these tidal movements of the great heart of humanity—preparing their pupils for active, intelligent and earnest participation in the ebbings and flowings of that mighty current, which is thus precipitating its waters over the surface of society? Are they sending out minds fitted at all points, to grapple with the gigantic enterprises of the age—to direct its energies—to impress upon it the stamp of greatness and power—to elevate and dignify its aspirations, and to restrain its excesses and wrongs?

These are serious and practical questions—entering into the very essence of the true conception of education—involving

that which, alone, should constitute its distinctive end and aim—the formation of character, the establishment of principles, the cultivation of every rational faculty of our being—the right direction of the conduct and the life. In so far as our systems of public instruction fail in the accomplishment of these high purposes—in so far as they leave a single intelligent human being committed to their charge destitute of that culture which his nature, and the requirements of society demand—in so far as they bestow a merely superficial or imperfect développement of the intellectual, moral and religious faculties, or fail to confer upon each the power of indefinite self-improvement, in whatsoever direction the exigencies of life, or its own enlightened impulses may prompt; in so far as they neglect to lay open to the ingenious minds of the youth confided to their care the ample treasures of ancient and modern literature, science and art, in all those departments where the ethereal footsteps of genius and talent have passed—and in so far as they fall behind the awakened spirit of the age, and shut their eyes and their ears against its visible and audible manifestations of power; to this extent they will have failed to realize the full import, and to meet the full responsibilities of the high mission with which they have been entrusted.

Respectfully submitted.

S. S. RANDALL,

City Supt.

REPORT

OF

ASSISTANT-SUPERINTENDENT HENRY KIDDLE.

To S. S. RANDALL, Esq., *City Superintendent*:—

In accordance with the usage of previous years, and the requirements of my position, I have the honor to present to you, and through you, to the Board of Education, my fourth annual report, embracing the results of the previous year's supervision of the grammar schools as far as it is deemed important or advisable to offer the same, either as a matter of information and suggestion to the Board, or of counsel and admonition to the teachers and others concerned in the practical administration of our great and rapidly expanding system of popular education. Although every opportunity may have been embraced at the visitations made to the schools, to suggest improvements in the various modes of teaching employed to point out errors and defects therein, or to warn against their occurrence, the necessity still exists of such general comment as forms the basis of these annual reports; and the attention of those whose field of labor and observation is limited almost exclusively to the duties and objects of a single school or department, cannot be too earnestly invoked to the consideration of such suggestions, as a whole year's careful scrutiny of the entire system may have evolved.

It should, however, be understood that this scrutiny is not, by any means, confined to the formal examinations of the schools, although these necessarily occupy the largest portion of the year. It is continued during the numerous visitations of an incidental character which are made at all times, and by means of which every department, and sometimes every class, is viewed in its usual condition without any previous preparation whatever. In this way much may be elicited, which could not by visits, of which notice had been given in

advance; and the results of such visits afford the materials to an important extent, for the observations made in this and preceding reports.

The regular examinations for 1859-'60 were commenced on the 24th of October last, and they will be continued until about the first of June next. Of these no extended notice has been given to the schools, as formerly, by means of a programme, it being thought objectionable by many, as affording opportunity for special preparation, inconsistent with a fair exhibition of the ordinary progress and condition of the classes and the operations of the schools, and tending to stimulate the teachers and pupils exclusively with reference to display on these occasions. Only sufficient time has been allowed to each department to enable the teachers to prepare the necessary reports to the Superintendents. Thus far, no difficulty has arisen in consequence of this deviation from the former plan; but it is, of course, impracticable to give so wide a notice of the examinations to school officers and others interested in the general system.

The results of the series of examinations, which terminated in June last, were reported in detail to the Board of Education. In the statistics embraced in that report were comprised the number of pupils on register and in actual attendance in each school and department, the age of the pupils, the condition of each class with respect to scholarship, the progress made from the date of the preceding examination, and the general condition and order of the school. These statistics were based on no comparison of one school with another, but were deduced by the application of such a criterion as the circumstances of the schools in general rendered just and proper. They however furnished the means of making a comparison of the schools with respect to grade of scholarship, efficiency of teaching and discipline, regularity of attendance, &c., which comparison appeared to be salutary in exciting emulation and energy among the teachers, and thus making the schools more enterprising and effective. These statistics are also very

valuable as affording the means, by collation, of deducing facts of great importance to the Board in the general legislation required by the whole system.

Most prominent among these appears the fact, that in the male grammar schools, the average character of classes taught by female teachers is decidedly superior to that of the classes taught by males. It will be at once evident from an inspection of these returns, that the male grammar schools, in which the lower classes were taught by males, exhibited a marked inferiority to those in which such classes were taught by females, not only with respect to their grade of scholarship, and to the readiness and accuracy of the pupils' knowledge, but also in their drill and order; thus affording conclusive evidence that the female teachers appointed to classes of these lower grades, exert a much better and more durable impression upon the pupils' mental habits and attainments, as well as upon their general character and conduct, than the teachers of the other sex. When it is remembered that the average yearly salary paid to the male teachers of classes of this grade is at least \$500, while of the female teachers it is only about \$300, the need of some general regulation upon this subject will be apparent, not only, for the benefit of the pupils, but for the sake of economy.

The average number of pupils taught by a single teacher in the several male grammar schools varies from 25 to 60—the general average being about 37; in the female grammar schools the range is from 23 to 62, and the average 35. My experience indicates that the number of scholars in a single class should not exceed 40; and that this number can be taught more efficiently than a smaller one where the school is well classified. In small schools there must, of course, be more classes in proportion to the aggregate number of pupils, in consequence of the great diversity of grades; but in many of the grammar departments there are more teachers than are necessary; and in this way, the expenses of the schools are needlessly increased. There seems to be no reason why the same service, which in one Ward receives a compensation of

five dollars per scholar, should in another receive five times that amount, and yet be less efficiently rendered ; nevertheless this disparity exists. A careful inspection of the statistics afforded by the Superintendent's department would disclose many such facts as this, which imperatively call for the legislative regulation of the Board.

The statistical reports have also furnished a means of selecting for promotion teachers of unusual merit and ability, whose reputations by their acknowledged success in instructing and training their classes, as exhibited at the examinations, had been established and secured to them by the published record. It seems eminently just and proper, that the information acquired with so much labor by the Superintendents, with regard to the relative skill and efficiency of teachers in the instruction and discipline of their classes, should be made available for the public good ; and this has been accomplished hitherto by making a discriminative record of the degree of efficiency manifested by each teacher in the thoroughness of the discipline and instruction of the class committed to his or her care. •

It is very gratifying to find that at each successive series of examinations instituted by this department, the schools indicate generally a higher degree of excellence and efficiency. This is manifested in both the extent and thoroughness of the scholarship displayed by the classes, as well as in the evidence offered of improved efficacy in the modes of teaching and discipline employed. An inspection and comparison of the returns already alluded to will present this fact in the clearest light ; while additional evidence has been obtained by the examinations made since October last, showing conclusively that under the influence of these yearly ordeals, the schools are rapidly improving in all the characteristics which are essential to efficiency and success. The peculiar features of this progress will inevitably convince every unprejudiced person, that the influence of the annual examinations (taking place, however at no stated time during the year) is not simply felt for a few

weeks or months, but that its requirements exercise an inciting and directing power during every part of the year, the teachers exerting themselves to carry forward their scholars to the farthest point of advancement in each branch of study, consistent with such a degree of thoroughness as enables the class to pass a successful examination in that part of the subject studied.

Among the many good results accruing from this source, may be mentioned a greater care in the admission, classification, and promotion of pupils. In the report made by me two years ago, I took occasion to allude to the fact, as a great evil and error, that pupils in very many schools seem to have been promoted rather to fill up the classes, and admitted rather to make a large school, than by reason of any adequate preparation for a superior grade of study. In this way, not only were the general regulations of the Board violated, but the pupil either kept back, or urged forward beyond their capacity. I am happy to be able to state, that owing to the influence of the examinations, this evil is fast disappearing; and under the improved regulations, with reference to the Course of Study, recently adopted by the Board, in compliance with the repeated recommendations of this Department, there is no doubt that it will soon entirely cease. No pains will be spared by the Superintendents to carry out the wishes of the Board in this respect, and to cause, as far as lies in their power, the provisions of the new Course of Study to be fully complied with, although, in some respects, these provisions are not as were recommended, nor as well adapted as they might have been to the wants of the School.

It is unfortunate that so many—both Teachers and school officers—should fail to realize the paramount importance and necessity of a uniform classification of the pupils of our schools. With a large number, the primary object seems to be to fill up the classes and the schools; and when these fall below a certain standard in number, pupils must be crowded from the Primary department, or from the lower classes, to supply the deficiency, irrespective of their qualifications; the principals

too often urging this measure in order to secure the *eclat* connected with a large school, and sometimes decrying all efforts to quell this evil, by compelling an adherence to the general regulations of the Board. On this account the examinations of the Superintendent have been assailed by some as useless or pernicious. Finding that these stood in the way of such an independent course as would satisfy their notions of what is proper and right, in opposition to the express directions of the Board, they have sought to represent the examinations as obstructing or delaying the promotion of the scholars, although they must have been aware that no influence has ever been exerted by this Department to discourage the immediate advancement of the pupils, from department to department, and from grade to grade, whenever they have properly mastered the course of study below. It is worthy of remark, that the Board have recently endorsed the views of the Superintendents on this subject by an imperative regulation, prohibiting all promotions of pupils unless they have completed the studies prescribed for the grade to which they may belong.

The examinations have also rendered very much service in preventing, to a considerable extent, that dreary and monotonous routine of mere verbal repetition—that senseless and pernicious system of “cramming,” too much in vogue a short time ago, as a means of occasional display. Attention was called to this evil in my first and second annual reports; and every exertion has been made, both by means of the examinations and by constant personal admonition, to prevent it. Requiring every class to display an intelligent acquaintance with the subjects taught, and discouraging strongly all mere rote-learning, these examinations have served to point out to Teachers the proper goal to which their exertions should tend, and to inspire them with zeal in attaining it. They have incited them to depend more on actual instruction, and less upon mere recitation and book-repetition, into which otherwise the exercises of the class-room too surely tend to degenerate. Often have Teachers remarked, after listening to the examination of their classes, that they perceived how they might better have

taught them, and would not fail the next time to present their pupils more prompt and intelligent.

A forcible illustration of the effect of examination is afforded by the superior progress and efficiency of those schools, the principals of which diligently occupy their time in examining their classes, on the same principle as that employed by the Superintendents—discarding the book, and making the *subject* the basis of their inquiries. Where this necessary duty is constantly discharged, instead of neglecting it until a week or two previous to the Superintendents' examination, abundance of means is afforded of checking mere cramming and rote-learning, of detecting errors and deficiencies in the modes of teaching employed, of ascertaining what points have been neglected by the Teacher, and of giving such special advice and direction as may be required. Those schools in which this system is regularly and efficiently performed, exhibit, year after year, steady and decided improvement. The teachers are all zealous and active, the scholars intelligent and emulative; and everything presents the appearance of energy and life. I am happy to report that this system is becoming quite common; and where it exists, the Superintendent is always received with smiles of welcome and confidence, and his discriminative record and report at the close of the examination, though, perhaps, in some particulars, withholding commendation where it was anticipated, are received with the right spirit—the determination to profit by the experience gained.

To produce the best results, this system should be carried on with uniformity as well as regularity. There is a wide distinction between change and enterprise. Some overlooking this, seem desirous of nothing but novelty. Some new study must receive a large share of attention this month or this week, to give place the next to something different. To-day all is vigor and resolution; to-morrow, when their reaction takes place, sluggishness and languor ensue—pupils and Teachers all feeling the effects of a system which spasmodically excites or paralyzes their exertions, and wastes them upon a multitudinous series of objects, laying out vast plans, but really achieving

nothing. It is not surprising that where this state of things exists, failure should occur in satisfying the just expectations of the Superintendents, and that an effort should be made to blunt the poignancy of chagrin consequent upon it, by representing the examinations as incapable of exhibiting the successful work of accomplished Teachers, what this successful work is, being vaguely conceived and therefore not to be defined. If the best work of an accomplished teacher be to impart to the pupils, by desultory conversation or lecturing, a mass of heterogeneous knowledge upon subjects, the elementary principles of which are often entirely beyond their comprehension, and which the Board of Education have not thought proper to prescribe as a part of the general course of study, the examinations, it must be confessed, are neither adapted nor designed to exhibit it. The Superintendents, as officers of the Board, are not required to recognize these miscellaneous acquisitions, nor can any intelligent educator believe that they can be suitable as a means of training the youthful mind and imparting the rudiments of a useful education. It is folly to expect that in a common school education every species of knowledge can be comprised. Those branches must be primarily taught which lie at the foundation of a course of instruction, and very much left to the pupil's subsequent exertions, he being incited to make them intelligently and earnestly by the training received at school. To find fault with the Superintendents' examinations, on the ground that they prevent miscellaneous lecturing on natural science or other subjects, implies an egregious misapprehension of the nature and capacity of the untrained intellects of children, which, it will be generally admitted, can profit but very slightly and superficially by mere lectures, even when delivered with sufficient frequency, and presenting the subjects in a simple and connected manner, so as to adapt the ideas to the comprehension of children, and cultivate proper habits of consecutive thought, by the avoidance of desultory rambling. In the most advanced systems of education, both of this country and Europe, lectures are the last agency employed, and recourse is never had to

them previous to the formation, in a considerable degree, of the mental character, and the establishment of fixed objects of studious pursuit. As a means of entertainment they may be useful, and here and there, occasionally, drop a few scattered crumbs of knowledge; but to depend upon them as an agent of elementary education, cannot but result in disappointment and failure.

The lectures delivered to the pupils of our schools must be incidental, and by the Teachers themselves, during the course of their ordinary instructions, at times when they would be pertinent and applicable. There is scarcely a lesson upon any subject, from reading and spelling upward, which may not, and which ought not, to be made impressive and interesting by such oral instruction, as this system of lectures contemplates giving formally, at stated times, but in most cases when the minds of the pupils are least prepared to receive it. The proper occasion is found in the class-room, and will necessarily be embraced by every thorough Teacher in order to break up the dull plodding of book recitation, and thus to incite and cultivate intelligence and thoughtfulness in the minds of his scholars. For this reason Teachers should always possess a fund of useful information on a variety of topics, the constant employment of which, to illustrate their daily instructions, would make their pupils far more intelligent and ready in the subjects prescribed, besides being the very best preparation for the Superintendents' examinations, since they recognize and sanction neither feeble, desultory, and inaccurate impressions on the one hand, nor those mere verbal acquisitions on the other, which are the result of a mechanical repetition without thought—of “oramming” without study. Whatever knowledge of a definite and determinate character may be imparted in this manner, can be as readily made the subject of inquiry by the Superintendents as any other; and the effort has uniformly been made to ascertain the general intelligence of the pupils by questions of a practical nature, upon topics not embraced, perhaps, in the text-books, but incidentally connected with the

subjects pursued. The result has shown conclusively that, while very many of the class-teachers pay too much attention to the book, and not enough to the subject, others, on the contrary pursue the daily practice of imparting to their pupils, incidentally, much useful knowledge, thus making their ideas more clear, and giving them greater ability to express them.

The regulation recently adopted by the Board, requiring a weekly review of every class by its Teacher, without the use of books, cannot fail to accomplish much good in this respect, and encourage a more intelligent system of teaching; while the resolution abolishing paid lecturers will not, it is presumed, be productive of serious disaster to the schools. It would assuredly be far better to apply the five or ten thousand dollars necessary for this service, to the establishment and support of such a Normal School for male and female teachers, as the necessities of our system imperatively require, and which could not fail to increase the ability and intelligence of the teachers generally, and thus to obviate the need of any special assistance, such as these lectures were designed to afford. The subjects of elementary physiology, natural philosophy and history, and chemistry, certainly do not involve so much difficulty as to require special professional aid to secure proper instruction in them to the pupils; and the simple apparatus required for their illustration can certainly be procured without any extravagant outlay by the Board.

In connection with the subject of the examinations, it may be mentioned, as a matter of congratulation, that the general plan pursued in them, while proving so beneficial and effective, has, it is believed, been found very generally acceptable and satisfactory to the Teachers of the schools. It is the more necessary to allude to this fact, because the objections to the numerical method of designating the results of the examinations, which were started by a portion of the male principals in September last, might, in the minds of some not acquainted with the facts of the case, have made a contrary and erroneous impression. The male principals as a body, far from sustaining any sweep-

ing disapproval of the system of examinations, with almost perfect unanimity, took occasion to express their confidence in it as both "able and impartial," and contributing to the good of the schools; but, at the same time, requested such a modification in the method of recording and reporting the results as would prevent any unjust comparison of the schools with each other; which request will, of course, be complied with as far as possible, the numerical principle being still continued as a means of accurately estimating the efficiency of the Teachers and the progress of the pupils.

Some have thought that it would be better to conduct the examinations in the recitation rooms, and to confine them to a supervision of the Teachers' ordinary modes of instruction—making methods exclusive of results, the subject of criticism and review. This would indeed be practicable with scarcely a tithe of the labor at present bestowed in accomplishing the work of examining the schools. But there are many reasons why it would not prove, by any means, so salutary and effectual as the present plan. In the first place, it would not be possible in the time that could be allotted to a single class, to ascertain the modes of teaching employed in each branch of study, or to elicit the address and skill ordinarily, or in special cases of need, employed by the teacher in his work. The subjects are extensive. Every part requires some modification of the general plan. Each subject also requires the application of peculiar rules and principles. A certain versatility or enterprise is required in the adoption of new plans and modes, all of which are indispensable to attain success. The simple inspection of a class for an hour, would not be adequate to discover the professional ability, tact, and skill of the Teacher, with reference to these particulars. Moreover, if the modes of teaching and discipline were ascertained to be in all respects proper and judicious, as exhibited in the presence of the Superintendent, there would be no guaranty of their continuance, or that they would be used with sufficient energy and perseverance, to insure the pupils' successful acquisition of

the branches prescribed. That they were efficiently carried on during an hour, would be a very unsatisfactory evidence of industry for a year. And again, such a method of supervision, however excellent in its place, if exclusively relied upon, could exert very little inciting or controlling influence, because the results would be too indefinite and conjectural to be of much value or importance.

Something may be effected in this way, in affording counsel and admonition to the teachers, and in encouraging the scholars, and this is already performed, as has been remarked, by the occasional and informal visits made to the schools. It is, moreover, doubtful whether such a mode of supervision would carry out the directions of the law, and the regulations of the Board, which require that the schools should be visited once a year, and that they should be examined. This can of course be performed only by an examination of the pupils themselves, either by the superintendents, or in their presence.

By this system, the Teachers are not only required to use the best methods of teaching at their command, but to prosecute them with zeal and industry, so as to achieve success; and this must of course be estimated by the amount of knowledge exhibited by the pupils, in connection with their general accuracy, intelligence, &c. Whether the methods of teaching have been effectual or not, may be very readily ascertained by such an examination. It is, indeed, almost immediately apparent, whether the impressions made by the Teachers have been enduring or momentary; whether the knowledge imparted has been mechanical, and confined to word repetition, or directed to the understanding, and calculated to impart clear and correct ideas; whether the discipline has been effectual and wholesome, or lax, careless, and feeble; whether the scholars have acquired habits of attention and thoughtfulness, or whether they are heedless and negligent. All these facts appear to be such as the duties of a Superintendent require him to elicit by his investigations, and such as the method of examination pursued is capable of developing.

It has been already stated, that the schools have evinced a very gratifying progress, from year to year, in the various branches of study prescribed by the Board. Upon this subject, I shall perhaps be permitted a few remarks in detail.

In *reading*, many of the schools at my first visitation manifested, as has been already reported, a very great deficiency, too little importance having been attributed to this subject, and consequently too little attention given to it. The great stress at that time, was placed on those branches prescribed for admission into the Free Academy. Since that, however, every class having been called upon to pass a good examination in reading, much improvement has been made, and the schools, with scarcely an exception, have exhibited the good effects of this system. This fact will plainly appear by an inspection of the statistical returns made during the two previous years. There is, nevertheless, great need of additional effort and skill in this direction, as much of the reading, especially in the male schools, is too mechanical and artificial, as well as wanting in that clearness of articulation, which constitutes in so great a degree, the peculiar charm of good reading.

In *spelling*, the schools have accomplished very much during the past two years. The methods adopted have been more effective. Oral exercises are no longer exclusively employed; but a proportionate amount of time spent in teaching this branch in connection with writing—the only reliable method of teaching it. This was not the case but in few schools, until at the examinations, the pupils of the higher classes were required to write words correctly, as an evidence of proficiency in this respect. In the old Lancasterian system of mutual instruction, as used in the Public Schools of this city, much prominence, it is true, was given to the dictation of words to be written on the slates; but there was no efficient instruction in connection with it, nor could there be, while the pupils themselves were the only instructors. But this system passed away very soon after the present Ward Schools were established, and with it the dictation plan fell into almost entire

disuse. Nor as a class-room exercise was it generally used, until revived by the means before alluded to. This practice will soon place the schools not only in a high rank of excellence as regards spelling, but will be the means of introducing considerable improvement in writing.

The *definition of words*, and *etymology* as a branch of it, are not as yet as efficiently taught in the schools as is desirable. Pupils even of the first classes, are rarely able to give an intelligent and correct explanation of the ordinary words found in the reading exercises ; and for the reason, I believe, that there is no adequate amount of teaching in this branch, in connection with reading and spelling. These three branches are so intimately allied, and so dependent one upon the other, that they cannot be separated in instruction. To do so imposes a burden upon the memory, without bringing into exercise the understanding of the pupils. It requires them to remember words and their forms, often quite arbitrary, without any knowledge of their meaning or application. On the other hand, the simultaneous teaching of these branches, by addressing the understanding of the pupils, brings into play those faculties concerned in the association of ideas, and in this way not only assists and strengthens the memory, but becomes a most efficient agent in awakening intelligence and cultivating habits of thoughtfulness.

Much improvement has, I think, been made in teaching *grammar* ; at any rate, much greater success attained in impressing upon the pupils' minds a knowledge of that department of the subject selected to be taught. This, however, as has been remarked in previous reports, is too much confined to merely verbal parsing, and does not exert a sufficiently direct and effective influence upon the practical use of language, correcting the pupil's habits of inaccurate and careless speaking and writing. The instruction given is all highly necessary, and its tendency eminently useful, but more exercise in the analysis of sentences ; and especially in the correction of false syntax, by making the application of the rules and principles

of grammar less mechanical and theoretical, would doubtless greatly enhance its utility and importance. The practice of requiring the people to commit to memory the text-book of grammatical definitions, rules, and forms, without teaching their application, or giving any adequate explanation of their meaning, has, I am glad to say, almost entirely passed away. What is called parsing—the application of these definitions and rules to the analysis of words and sentences—begins with the first lesson in grammar, and is continued *pari passu* with the study of the text-book. The youthful student is thus no longer stupified by being compelled to repeat a senseless jargon of words, wearisome and discouraging, as well as detrimental to his whole intellectual progress.

In *geography* the improvement has not been so marked as in some of the other branches. The subject is, I think, taught more progressively; there is somewhat more efficient map instruction and drilling; but, nevertheless, the impressions made seem to be fleeting, and the knowledge imparted is confined to the bare outlines of the subject. The same vitalizing principle seems to be wanting in this branch, as was referred to in connection with spelling and definitions—a more active exercise of intelligence on the part of the pupils, and less mere dependence upon the memory. Geography is too much taught as a mass of barren details—the names and relative situation of localities, without associating them with any other ideas or facts. In this way no interest is awakened, no proper exercise of the fancy brought into play, and the understanding not addressed. Would not the acquisitions be more permanent if the pupils were taught descriptive and physical geography, and perhaps simple history, in connection with topography? There would then be something more than a name, or a place on the map to be remembered. The peculiarities of custom, dress, language, government, and religion, the great natural features of countries, as well as the natural laws illustrated by them, could not fail to produce in the mind more lively ideas, and stamp impressions upon it more durable and beneficial.

The results exhibited in *history* are much more satisfactory than formerly, particularly in the History of the United States. There is much less verbatim recitation of the book, a more intelligent acquaintance with the connection of events, their causes and consequences, and a greater ability to state them independently of any particular and set phraseology committed to memory. There is also displayed a more full and accurate knowledge of the geography and chronology necessary in order to understand the subject properly. In the history of other countries, there is not quite so much proficiency exhibited, owing to the great space covered by the subject, and the little time comparatively that can be given to teaching it.

In *arithmetic* the results presented show a decided improvement over those of previous years. The pupils, particularly those of the lower grades, are more thoroughly instructed, and make more rapid progress than formerly. There is, however, need of considerable amendment in the method of teaching this subject, in order that the best and most effective results may be realized from it as a means of intellectual training, as well as a branch of useful knowledge. It must be less mechanical—less confined to merely slate exercises, and made to have a more direct reference to principles than to rules. Mental arithmetic must be more generally and efficiently taught, and this particularly in the lower classes. The pupils must be required not only to perform the ordinary and familiar processes contained in the text-book, but to explain them readily and intelligently, and to apply the principles of calculation to cases, which, although not precisely those practised in the recitation-room, may yet be of frequent occurrence in the daily affairs of life.

The same fault exists in connection with the teaching of *algebra*. The exercises are almost exclusively tentative, instead of being demonstrative—too much confined to the solution of equations and the performance of the ordinary algebraic operations, instead of bringing the reasoning faculties into play, by teaching clearly the fundamental principles of the notation

employed, and instructing the pupils to apply them to the various cases of analysis, combination, and solution. Pupils, trained in all the intricacies of quadratic equations, under such a system, could scarcely fail to perform a simple process of multiplication, even though the forms involved were ever so strange and novel ; nor after spending years in the study of this branch could they be found incapable of effecting the solution of a simple problem, requiring an application of the forms and principles which had been *ciphered* through so diligently.

Geometry is taught in many of the schools and with considerable success ; *trigonometry* is pursued in but one department ; the *Constitution of the United States* and *book-keeping* are also taught in many of the male schools. *Astronomy* is taught in nearly all the grammar departments, and with good success. More attention should, however, be given to the use of the globes, without which the pupil can but with difficulty, if at all, comprehend clearly the intricacies of the subject, and conceive the varying relations of the heavenly bodies in their positions and distances from the circles of the sphere.

Natural philosophy and *physiology* are taught but in few schools ; *rhetoric*, *English literature*, and *Latin*, in some of the female schools ; *French* in several, both male and female ; *chemistry* and *intellectual philosophy* in two or three only.

The course of study recently adopted excludes all these branches except astronomy, natural philosophy, physiology and chemistry, and adds natural history. There seems to be no good reason for teaching Latin and French in the male schools, since provision is made for an advanced course of study for boys by the Free Academy ; but in the female departments there is, undoubtedly, need of some provision for teaching the higher branches, already pursued in a few of the schools without the express sanction of the Board, and which the want of an advanced school for girls renders it necessary and expedient to teach. This should, however, be done in accordance with express regulations of the Board. The establishment of a

Normal and High School, as proposed by the Committee on Normal Schools during the past year, would remove this necessity, by not only affording adequate means for training teachers for the Primary and Grammar Schools, but for the instruction of those desirous of pursuing an advanced course of study. This seems to be greatly needed, in order to complete our system of popular education, and would, without doubt, very much increase its efficiency and usefulness.

All which is respectfully submitted.

HENRY KIDDLE,

Assistant Superintendent.

REPORT

OF

ASSISTANT-SUPERINTENDENT WM. JONES, JR.

HON. S. S. RANDALL, *City Superintendent* :

In accordance with the usual custom, and in compliance with your request, I herewith present you with this, my third annual report of the Schools, to the examination of which I was assigned by you at the commencement of the year. In doing so, I may be permitted to congratulate you, as well as the Board of Education, upon the successful results which have been exhibited in most of the Primary Schools and Departments inspected during the past year. The series of examinations commenced three years since have been vigorously prosecuted throughout all the classes, without encountering any opposition from the teachers; on the contrary, so well satisfied have they seemed to be with the recent system of inspection, that they have co-operated with me and my associate with great cordiality. The faithful teacher has at all times been happy to exhibit the results of her labors, feeling assured that they would sufficiently indicate her zeal and efficiency in her elevated position. The examinations are designed to discover what the children know, and how well they have been taught; and if, as is sometimes said, the teachers are yearly placed upon trial by the examiners, surely they ought not to complain, as faithful and efficient School officers will require the same teachers to pass through that ordeal much oftener. It is true, that some classes do not compare favorably with others in the same school, or with the corresponding ones of the previous year; in which case, the officers have generally felt it to be their duty to institute proper inquiries into the reasons for this disparity. I am happy to say that this system has tended to greater industry on the part of

each teacher, who, feeling the responsibilities of her position, and knowing that the result of her teaching would most certainly be known to her School Board, has been compelled to manifest more zeal for her class, and stimulated to study, and adopt the most approved methods of teaching. While the opinion of the examiner, based upon the results presented at the annual examination, may not, in all cases, be an accurate one, yet having no motive to undervalue the industry of any Teacher, or any personal desire to detract from her ability, it is fair to presume that no one could more safely arrive at a comparatively correct conclusion than he. The Teachers and school officers have generally been so well satisfied with the opinions formed by me, after a careful examination of the various classes of a school, as to desire and procure a copy of the marks by which I have thought proper to characterize the proficiency which the children have exhibited in their several studies, while under examination. Whatever course of studies is adopted by the Board of Education for any particular class, should be pursued by the pupils of such class, and none ought to be promoted until they had thoroughly mastered those branches prescribed to be taught in the one of which they are members. Too often, by a superficial method of teaching, children are only made to memorize certain words, forms, or phrases, and are unable to assign any reason for what they do—exhibiting an entire ignorance of the principles which underlie their studies. If a thorough examination detects this erroneous method of imparting instruction, and develops to the teacher her own errors, however faithful and industrious such a one may have been, she cannot fail to see how much of her own time, and that of the little ones confided to her care, has been misemployed. Instead, therefore, of complaining that any injustice has been done to her, and that the partial failure of her pupils has been owing, in any manner, to him, whose duty it is carefully to inspect not only the children, and thereby ascertain what they know, but also to find out, if possible, the plans pursued or methods adopted by the teacher, she has

resolved to correct her own errors, and, profiting by past experience, sought practical, and consequently, more successful methods, then has the examination been to such a one a useful lesson. In previous reports I have spoken of many evils which I have found existing in our schools, and which have not since been corrected, and therefore feel it my duty again to bring them to the knowledge of both teachers and officers, whose duty it is to see that the children are all properly cared for.

The school law provides that children, when they have attained the age of four years, shall be received as pupils when properly presented by their parents or guardians. With many other lovers of our present school system, I cannot but regard the age fixed upon as entirely too early; and the consequences are that our lower classes are crowded with little ones, whose countenances plainly tell us that they have scarcely reached that age, and there they sit in rooms, where are congregated, on pleasant days, from seventy to one hundred and twenty others of nearly the same age. It is very difficult, at all times, to assist the infant mind in comprehending its simple studies; but it is rendered doubly so when the room has become thus densely crowded. Sometimes the eye rests upon very little girls or boys, who are evidently under the prescribed age; and, upon inquiry, we learn from the Principal that parents have brought them there and insisted upon their admission, positively assuring her that their offspring were really much older than they seemed. If then our laws recognize the right of such parents to send their young children to our schools at so early an age, and as too many are willing that they should enter, even before reaching it, and secure admission by misrepresentation, it becomes school officers to see to it that their physical comforts are well provided for. In a very large majority of our schools the pupils in these lower classes are thus uncomfortably crowded together, and being generally under the charge of the youngest and most inexperienced teachers, do not receive that care and attention which older ones would render. I have heretofore spoken of this evil and of its results, and pointed out

the remedy, and yet it not only exists, but it would seem to be encouraged. In our very large Primary Departments over ten hundred children are congregated together upon one floor, which is plainly too large a number to be controlled in case of any sudden alarm. In these schools a large gallery is erected upon which from three to five hundred children are seated for purposes of instruction. Can such a number be successfully taught by several teachers stationed at different positions? I think not. This, however, is not the only, or the most serious objection. Ventilation, that great desideratum, is in this arrangement mostly lost sight of. Windows, it is true, may be opened, but this creates currents of air which constantly pass over those on the upper seats, subjecting them to colds and coughs, while those upon the lower ones are unable to be in any manner benefitted. These exhaust most of the oxygen of the atmosphere, and then it has to be again inhaled by the more unfortunate ones in the elevated part of the gallery; and we were not, therefore, surprised to find so many little ones fatigued and sleepy before the hour of recess arrives. In cold or stormy weather these windows cannot be opened, and the atmosphere of the rooms, at all times unpleasant, becomes oppressive and dangerous. If it is absolutely necessary to crowd so many of our little ones into class rooms, or upon large and elevated galleries, surely it were the part of wisdom to secure thorough ventilation. Thus far every experiment which has been tried has failed to accomplish half what its inventor predicted for it, and we are now, as much as formerly, mainly dependent upon the windows for such ventilation as we receive. A few years since, while the undersigned was a school officer in one of the wards, then engaged in the erection of a large and commodious school building, a scientific physician, of well known ability, desired to introduce into it his system of ventilation, having the utmost confidence in its ability to displace impure and to introduce pure air, and thus to render the atmosphere at all times healthful as well as agreeable. Circumstances prevented the trial, and since then, I believe, no effort has been made to

introduce it into any other. The subject should not be neglected, as the Board of Education owes a duty to the community which ought not to be disregarded ; and hence every effort should be made to guard against this ruin of the physical health of the rising generation. In the absence then of any proper system of ventilation, our schools should not admit so many pupils, and the maximum number to constitute a full class should be fixed by the Board, and when a building has accommodated all that it has room for, then let the Board erect Primary School buildings after the model of those in the Eleventh, Sixth, Ninth, and Thirteenth Wards, taking care to procure an additional lot, so that the children may have more exercise in the open air, and to guard against being mainly deprived of light and air, by the erection of six-story tenement houses adjoining, as is the case with one of the schools alluded to. At present one of the causes of frequent and premature promotions arises from the pressure for admittance to the lowest class, and as the pupils of each have to give way and mount higher, it very often happens that they are not as thoroughly prepared for the change as they should be. I do not know that it is necessary to add anything further upon these topics at this time, as they have, on other occasions, been presented at some length ; but no remedy will be effectually adopted until a majority of our School Boards sufficiently interest themselves with the details of school matters, and carefully visit and inspect all the class rooms, the modes of heating and ventilating the same, as well as the methods adopted in imparting instruction, instead of, as is now too frequently the case, merely inquiring of the Principal as to the condition of her school, and entering their names upon the visitor's book.

The Board of Education has recently adopted a course of studies, which in some respects differs from the previous one ; though in relation to Primary Schools, no material alterations have been made, except in arithmetic. The pupils are now required to understand thoroughly numeration, addition, subtraction, multiplication and short division, whereas formerly

they had to be familiar with the mysteries of long division, which to them was a very difficult rule. This will not make much difference in the number or frequency of promotions, as in most of the schools they were generally made before the pupils could be taught the latter rule. But the new course renders it necessary that the teacher should review every Wednesday the lessons of the previous week, *without books*, and thus ascertain if her pupils are familiar with what she has sought to teach them. The Board has adopted a most desirable and beneficial rule, in thus declaring that the teachers must dispense with all text-books in these review exercises. The great evil of our system is too much attention to them, and not enough to oral instruction. I have often felt mortified upon asking a teacher to examine her class in some particular study, to hear her confess her inability to do so, unless the book was obtained, which contained the questions and answers. When teachers shall have carefully perused the complaints upon this point, which have been sent forth from your department, and listened to the suggestions which it has made for their enlightenment, books will not be regarded by them as so essentially necessary in the class-room as at present, and the children will generally be better instructed. My venerated associate has, by precept and example, sought to impress upon teachers the necessity and importance of object lessons, and I have to the extent of my ability, assisted him in carrying forward so essential a reform in our system. I trust that the time will come when these views, so often, and with so much ability presented, will be generally heeded, and when, in every class-room, we shall see a variety of objects belonging to the animal, vegetable, and mineral kingdoms, by means of which the intelligent teacher may break the usual monotony of school hours in imparting useful lessons of instruction. It certainly would be an attractive exercise for the pupils to listen to familiar lectures upon the various classes of animals, the countries to which they belong, their habits and peculiarities, and the purposes to which they are applied. The various de-

partments of vegetable life contain subjects at once beautiful and interesting, to illustrations of which children would listen with unusual pleasure. Trees, flowers, fruits, and the different products of the soil, would be looked upon with greater interest by the thoughtful pupils, and the lessons impressed would never be eradicated from the mind. The mineral world also opens up a wide field, over which the teacher might roam, developing at every step new beauties for youthful minds to dwell upon, and suggesting thoughts for them to ponder over, long after the hour arrives when they are dismissed to their homes. But we are met with the response to all our persuasions, "We have no time for all this, as we are compelled to teach our pupils so much." But such persons fail to see that these very familiar lessons upon common objects, would relieve the mind of the tediousness of ordinary studies, and that it would come forth refreshed and animated, more capable of grasping the other truths presented. The new course of study devolves this duty upon the teachers of each class, and I hope, hereafter, to be able to inform you that it has been properly discharged.

I feel it my duty again to call your attention to the prevailing custom of giving to children several books to study after school hours. This is neither economical or useful, as in most cases the pupils can be better taught in the class-room. Text books of geography, far beyond their capacity, are frequently given them to study, and the child thus, too often, memorizes names of things and places without having any adequate conception of what it is learning. I regard outlines, maps, and illustrated charts, as, in general, far better than most of the juvenile manuals of geographies in use, and the pupil will gain more knowledge of physical and descriptive geography, listening to the instructions of an intelligent teacher, with those before her, than from any of these works now in our schools. In some primary departments, where the pupils are carried in their studies somewhat farther than most others, they may be profitably employed; but, as a general

thing, they are unnecessary. So long as some schools adopt this practice others are led to follow it, and the sooner it is forbidden the better it will be. In this connection I would like to suggest the propriety of selecting simpler reading books for the higher classes of the Primary Schools. Instead of understanding the contents of the reader in use, the class only is enabled to read it half through, and then, as these pupils are promoted, instead of keeping the book and reading the other half, containing still more difficult lessons, an entirely new and more advanced work is placed in their hands. This is a sad mistake, and I have often so told the teacher; but every examination brings along with it similar errors. Every book should be thoroughly explained, until the pupil not only understands the meaning of the words selected from the lessons, and generally placed at the head of each, but also of all those contained in them. A little time spent in explaining the subject, and talking over the incidents which make the lessons attractive, would do much to open up the mind and enable it not only to see additional beauty in the story read, but also assist it in fully comprehending the meaning of the many words of which it is composed. Some of these lessons are pathetic, others amusing; all are interesting and instructive in the hands of a truly competent teacher, and when I hear pupils read with intelligence, modulating the voice to suit the different styles, I am confident they have been carefully taught.

In assisting in the examination of the junior classes of the Grammar Departments, I have found lower readers in many of them, than in the highest class of the Primary Department in the same building. A little more attention by School Officers to this subject, and a considerable saving in books could be effected. Book agents are constantly met with in our visitations, and these recommend, with much volubility and eloquence, the advantages which their works possess over those already in use. Some teachers require the stringent rules of their local Boards, forbidding the admission of new books without their permission, in order to be nerved to deny the urgent

requests of their eloquent persuaders. I have often been asked to recommend works, which, no doubt, were excellent ones of their kind, but have, generally, refrained from doing so. During the three years I have occupied my present post, I have only given a written recommendation to three books.

During the past year the Officers of the Seventh Ward have re-organized Ward School No. 31, in Monroe-street. As the Primary Department of that school was crowded to excess and the Grammar Departments were not filled, they felt it their duty to unite the higher classes of the former and place them immediately in charge of the male principal, to be taught upon the third floor. In the room, previously occupied by the female departments, the boys and girls of the junior classes of the Grammar Schools, and the advanced ones of the Primary, were united, thus forming an intermediate department under the care of the principal of the female department, leaving the lower classes of the Primary to be educated in their own room under the management of the former principal of the department. This experiment has thus far proved successful, as the boys and girls sit in the same class, are taught by the same teacher, and pursue their studies together in the most harmonious manner. All of the rooms are now filled, and a very much greater number are enabled to receive instruction. In the eastern as well as in some other portions of the city, a very large per cent. of the pupils leave school without entering any of the senior classes, and year after year, as we visit these schools, we find them containing a still smaller number. It is very evident that the time is rapidly approaching, when the per centage of pupils in the senior classes will be very small indeed, while the junior classes and all those in the Primary will be greatly crowded. It is, therefore, well to watch the experiment of the Seventh Ward Officers, for should it prove successful, it may hereafter become expedient to adopt the same system in other schools. In my last report I recommended the establishment of the intermediate instead of the erection of very large and expensive Grammar Schools, in

localities where it was evident that most of those who would attend could only remain long enough to pass through the primary and the three lower grammar classes. The reasons then assigned, I believe to have been eminently just, and not deeming it necessary to repeat them at this time, must refer those interested to my report of last year, where they may be found at length. I will only add, that the experience of the past year has confirmed me in the opinions then advanced. Should the Board of Education see fit to adopt the suggestions, a great saving of expense would be effected, while the pupils could receive the same degree of mental culture.

During the present year, improvements have been made in the school-house long occupied by School No. 17, in Forty-seventh street, Twenty-second Ward. The building has been greatly enlarged by the erection of extensive wings, and the consequent alterations of the old, and the addition of commodious class rooms, which for so long a time have been greatly needed. The usual attendance in the Primary department of this school was over seven hundred; and yet there were but four class rooms for their accommodation. These were very small, and without any modern conveniences, and were crowded so much, that the door had to be left open that all might be in some degree taught. In the main room, four classes were daily assembled, and the exertions of each teacher to be heard rendered teaching extremely difficult. These alterations will materially facilitate the teachers in imparting instruction, as there is a sufficient number of excellent and commodious class rooms. In No. 28, in Fortieth-street, in the same Ward, similar difficulties exist, a crowded school and four class rooms, and these very small. The officers hope to have permission to alter this building during the ensuing year, and I shall rejoice to learn that their praiseworthy efforts are crowned with success. This Ward is rapidly increasing in population, and demands for the admission of Primary children are constantly made, while the officers do not possess the means of meeting them. The want of necessary class rooms for

Primary children seems to be the prevalent evil, and in many Wards, measures are being adopted looking toward desirable changes. While many upper departments are but thinly attended, the Primaries are crowded. The officers of the Ninth and Thirteenth Wards have completed their commodious Primary school edifices, so long needed, and the pupils, who before had to be taught in one room, without sufficient space to move, may now enjoy facilities such as they should ever have possessed. In the Seventeenth Ward, the new and extensive building to be occupied by School No. 19, is completed, and the pupils will enter their pleasant abode at the commencement of the new year. The population of this Ward is as large as any in the eastern section of the city, and the local officers propose to change and alter the old building, vacated by No. 19, for the accommodation of one of their Primary Schools, which now, unfortunately, assembles in the basement of a meeting-house. A few years since, when I entered upon the discharge of the duties of my position, a majority of these Schools were located in damp and unwholesome basements, and I therefore feel a great degree of pleasure in stating that most of these have been removed into more eligible and healthy situations, and I trust before long all will be. In my first report I called attention to the want of school facilities in the Fourth Ward, and urged the erection of more suitable buildings. Circumstances have prevented the adoption of those suggestions, and in the spring the buildings now occupied by No. 1, in William-street, and 25, in Rose-street, will be removed in order to make room for the extension of Chambers street. What then can be done? There are no large buildings in the Ward that can be hired, and dwelling houses are unfit to be adapted for school purposes. Already Schools Nos. 25 and 27 occupy such buildings, and nearly two hundred children in each school have to be taught in the attic story, immediately under the roof, where it is hardly possible to protect the little ones from the extreme heat of summer, and the piercing cold of winter. If some harmonious arrangement could be effected, by which that

Ward could secure ample school facilities, I have no doubt, that hundreds now roaming its streets, would be induced to enter and become associates of those who now receive instruction amid so many difficulties.

It affords me very great pleasure to record the gratifying fact, that the school house occupied by Colored School No. 1, which for so long a time was out of repair, was torn down last Spring, and a new one of ample dimensions erected in its place, and which will soon be ready for occupancy. This change has been greatly needed, as the old building was very much dilapidated. The class-rooms are commodious and well arranged, the furniture will be adapted to the wants of the pupils, and the facilities for imparting instruction to this unfortunate class of our population will be greatly increased. The school officers of the fourteenth Ward desire to render the school as attractive as possible, so that none can offer any reasonable excuse for keeping their children at home. No. 2, located in Laurens-street, has also undergone material alterations, by which class rooms have been enlarged, and new furniture obtained for all the rooms. Situated in the midst of a populous district of colored persons, its improved condition should encourage them to make many sacrifices toward enabling their offspring to obtain the elements of an English education; should they, however, neglect to comply with the earnest wishes of the officers of the Ward, through whose exertions these improvements have been made, the fault will be theirs only. Colored School No. 6 occupies a house, erected for dwelling purposes, in Broadway near Thirty-seventh street, and is much embarrassed in its operations by the want of suitable accommodations. Primary No. 1, in Fifteenth street, near Seventh Avenue, is also very greatly crowded, and all the children of five classes are taught in one room. The former school is located in the Twentieth Ward, and the latter in the Sixteenth, and as one school house similar to the Primaries in the Eleventh, Sixth and other Wards heretofore alluded to, would accommodate both schools, and leave room for very many pupils who might wish

to attend from the vicinity, which is now becoming thickly settled, and contains a large number of our colored population, would respectfully suggest to the officers of these Wards the propriety of making suitable arrangements for the erection of such a building. Colored School No. 4, in 117th-street, in Harlem, has long met in a deep, damp basement of a very small meeting-house, utterly unfitted for school purposes. Some of the pupils come a distance of two miles, most of them a mile, and in stormy weather the room is entirely unsuitable to afford to any the necessary warmth which insures comfort. Although the number of pupils is not extensive, and therefore not warranting the erection of any new edifice for their accommodation, yet it is exceedingly desirable that the school officers of the Twelfth Ward should endeavor to procure better accommodations for these children in a more eligible location. As the parents of most of these poor children are very poor, they are often kept at home for want of proper clothing in which to appear in school; how necessary is it for them to be able to enjoy all the improved facilities now found in our school buildings. I hope these views will be concurred in by the officers of the Wards in which these schools are located, and that they will give to the matter that consideration, which the interests of these often-forgotten ones imperatively demand.

I would again wish to call the attention of school officers to the necessity of adopting stringent rules against the infliction of corporeal punishment by any teacher except the principal. In some of our schools I know, that subordinate ones are in the habit of punishing without authority. If that species of punishment is at any time necessary, surely the principal alone is the competent person to decide that point; though I have long believed that in most instances it could well be abolished. When school officers desire it continued, they should, at least, restrict the exercise of it to the principal, and suspend any assistant who might violate this rule. Very many annoyances to which the local Board is subjected, as I well know from

my former experience, as a member of one, arise out of the violation of this very rule forbidding punishment by assistant teachers. Instructors of children, not long removed from the freedom of the nursery, should learn to govern by principles of love and not those of fear; and if they would heed some of the hints thrown out in the consideration of the subject of object lessons, they would soon discover that punishment of any kind is almost unnecessary.

The necessity of some system of physical exercise has long been urged upon the local Boards, as essential to the health as well as to the comfort of the pupils of the several departments, and particularly to those of the Primary Departments. Owing to the crowded state of their class-rooms, frequent changes and recesses are required, and the teachers, in order that the scholars may have some recreation, cause them to rise, and either standing or marching sing some of their attractive songs, with voices so sweet, that it well repays the teacher for any inconvenience she may receive by this benevolent act. This, however, is not sufficient to relax the stiffened muscles, and hence we have a sort of calisthenic exercise following the music; and that this may accomplish beneficial results, not only are the muscles of the neck, arms and body properly exercised, but also those of the lower limbs. This is a truly healthful recreation, and where all the classes are permitted to enjoy it, must tend to prevent any tendency to curvatures of the spine, which formerly were of common occurrence. I fear there is sometimes too great a disposition to exhibit the children in these physical and graceful exercises upon public occasions, or when visitors are present, forgetful of the important consideration that they are designed for use and not for ornament. Nothing is better for youth than extensive play grounds around the school-house; the enormously high price of property in this city forbids them the enjoyment they afford, and latterly we seem to economize so closely, that in the purchase of ground upon which to erect our model Primary School buildings, we select only two instead of three lots

In doing this we deprive the children of light, airy playgrounds, and of any indeed, except those enclosed under the class-rooms, and also run the risk of having our rooms darkened, and pure air obstructed in its approach to them by high and deep tenement houses immediately adjoining. We certainly ought to purchase an additional lot, and then we can have at least thirteen feet each side of the school house, which will afford a very fair play-ground in pleasant weather, and render the building secure against the dangers alluded to.

The moral and religious instruction which the pupils receive is derived from the reading of the Bible in nearly all of the schools, the recital of the Lord's Prayer, the singing of hymns and songs, containing excellent sentiments, and the inculcation of the principles of virtue as contained in all the lessons of the reading-book. These are usually well selected from the choicest writers in our language, and are well calculated to make all the scholars not only intelligent but virtuous. Great attention is given to the dissemination of the principles of truth, honor, and integrity, and the children are taught their importance, in order to a faithful and intelligent discharge of their duty to parents, society, and, above all, to their great Creator. I do not deem it necessary to repeat the views hitherto advanced by me, in reference to this subject, as they remain unchanged; and I shall only add, that if those who attend *any* of our schools practice the excellent precepts which are daily communicated to them, they will become useful members of the community, and truly ornaments to grace its best society.

EVENING SCHOOLS.

In accordance with your wishes, and at the request of the Evening School Committee, I have given to the schools under its care my undivided attention. During the year there have been established forty-four, of which twenty-four were for males and twenty for females. The number registered for the first term, commencing January 3d, and closing March 5th,

was 9,590, while the average attendance during the same period was 5,927. The second or long term, which began October 4, "and closed on the night of December 24," was more fully attended, the number registered being 15,425, and the attendance, 8,338. In the male schools the number on register was 10,751, and the average attendance 5,346; in the female there were registered 4,674 names, with an average attendance of 2,992. It will be seen by these statistics that the first, or short term, contained one third less pupils than did the second or long term. Many persons, upon the opening of the schools in the early part of the fall, very gladly embrace the opportunity extended, and enter their names on the books, and attend, with some degree of regularity, during the term. When, however, the schools re-open after the usual holiday vacation, their faces no longer gladden the hearts of the teachers, but their vacant seats tell plainly, that they wearied in well doing. To remedy this evil it has been recommended that there should be but one term of twenty-one weeks, commencing at the same time the second one now does, and ending in March; no certificates to be given to the punctual and studious pupils till the end of the term. The desire to obtain these, it was believed, would tend to a much larger attendance after the holidays, than we find at the present time. This arrangement, even if desirable, could not be adopted, as the Executive Committee's duties expire with the close of the year, and a report from them to the Board is required, in which they must furnish a full statement of the number in attendance, and all the facts relating to the success of the schools in their possession. From the commencement of the new year until the Board is again organized, they are not under the control of any committee, the teachers appointed by the previous committee continuing to discharge the duties of their positions, subject to the action of that elected about the middle of January. I do not believe that this change, if it could possibly be effected, would result as beneficially as its suggestors hope for. Our Evening Schools are attended by those who

feel the defects in their own education and seek to supplement, or by boys and girls whose parents send them to obtain that necessary information which poverty or cupidity prevented them from obtaining by a constant attendance in day Schools. With respect to the latter class, I especially wish to call your attention. A very careful inspection of the various classes of each school presented to me a very unpleasant sight, that of many little children, some not over eight years of age, sitting with book in hand, vainly struggling to resist a strong inclination to fall asleep in the class-room. Upon inquiry I have ascertained that over two thousand of the pupils under twelve years of age, and if the committee, acting in accordance with my wishes, as well as the requirements of the statute, had not strictly forbidden all day-school pupils from attending, the number would have been much larger, as many were sent home by the teachers, some against the strongest remonstrances of their unwise parents. In my visits I have endeavored to ascertain if these small pupils really make sufficient advancement to justify the increased expenditure necessarily incurred for their instruction, and I have become satisfied that they do not; and, even though they improve rapidly, still I should regard their continuance in the schools as a positive injury to them, morally as well as physically.

Such young children ought never to be allowed to pass through our streets alone, away from the watchful eye of their parents, liable to be contaminated by the wicked and profane, to spend most of their time in our thoroughfares; neither should they, after laboring hard during the day, as many do, in their various employments, be required to waste their remaining energies in a class-room, attempting to study lessons, when their exhausted bodies can no longer impart vigor to their minds. A due regard to the physical and moral character of the rising generation, should teach us not to encourage so manifest a violation of the principles of morality or to seek to weaken the constitution, by imposing upon it burdens too heavy to be borne. A considerable number of these children are removed

from day schools by their parents immediately upon the opening of the evening schools, in order that they may enter the latter. Some are sent to work, while others stay at home to go on their mother's errands, or to pick up chips, or, as is too frequently the case, to play at large in the streets or about the docks. Most of these were members of the lower classes of the Primary Schools to which they formerly were attached, and therefore should have remained there, to secure that education which their future welfare so much demands. Ought we to encourage parents in removing their offspring at so early an age from the day schools, in order, in too many instances, to minister to their cupidity? I think not. If the poverty of the people is so great that it becomes necessary for little children to go to work in their youth, their parents should regard the moral and physical welfare of the tender offspring committed to their care, by keeping them at home, and permitting them to have that rest, which their wearied bodies so imperatively require. Then, when they shall have reached the age of twelve or fourteen years, will it be time enough for them to visit Evening Schools, and obtain those advantages, which earlier in life were denied them. They will then be able to appreciate them more fully, and improve every moment of their time, instead of, as is now too often the case, either being inattentive at the school, or absenting themselves from it, and ruining themselves in the public streets. The Executive Committee of the Evening Schools have had this subject presented to them, and I have urged the adoption of some rule, fixing the age for admission, and have reason to believe, that definite action will be taken thereon, before the opening of the schools for the next term.

While it will not be denied by any, that thousands yearly receive great benefit from a constant attendance, and these are mainly adults, yet it is to be lamented that so great a number, by their want of punctuality, virtually treat with disdain the attractions which the schools offer. With a registered number of nearly sixteen thousand, certainly, if the blessings of education

cation were properly appreciated, half of the pupils would not nightly absent themselves; and so great is this evil, that teachers often lament that their classes do not contain many who were present on the previous night. It would appear frequently, that some arrangement had been made by the members of the class, by which some should absent themselves upon every alternate night. Teaching such a class, is a discouraging employment, as the instructor cannot see any adequate reward for the time and pains expended. I think it would be a wise measure, to discharge all pupils who were absent three evenings in a week, unless a satisfactory reason was assigned. Then our schools would contain a regular class of pupils, and the teachers could labor assiduously, assisted by the attention, and earnest desire to learn, which these pupils would manifest, and the results would be highly satisfactory to them and to the Committee, while the expenses would be very materially reduced. It is evident to a careful observer that the very best teachers should be appointed for these schools. Those who attend have but little time to learn, and he or she, who pretends to act the part of an instructor, should not only be thoroughly conversant with all the branches taught, but likewise possess the important requisite of being able to impart information in the easiest, clearest, and most effective manner. In some instances I have known a majority of a class to leave a school because the teacher of it failed to interest his scholars; and these will seldom re-enter, because they believe they will not receive any better instruction. How careful, then, should the appointing power be that only those should be selected, whose successful experience in the day schools is a sufficient guarantee of their fitness to fill with credit such important positions. Other thoughts in relation to this subject occur to me, but I defer presenting them at this time, as I have already extended this report beyond the limits which I originally assigned to it. I cannot but hope, that I may be fortunate enough to impress my views favorably upon the minds of the

Evening School Committee, and that I may be able to assist them in their efforts for their adoption.

Having now endeavored to render unto you a report of my stewardship, and in it again to point out certain defects, and to suggest proper remedies, I close with the gratifying assurance, that, notwithstanding all has not been accomplished in perfecting our excellent system of day and evening schools, which is so desirable, yet have the blessings of our common school education been gratuitously furnished to over one hundred thousand of the children of our city; and that these have been intellectually and morally instructed in principles, which, if adopted by them throughout their subsequent careers, will greatly contribute, not only to their own happiness, but also to the welfare of their race.

Respectfully yours,

WM. JONES, JR.

Assistant-Superintendent.

NEW-YORK, *Dec. 31st*, 1859.

REPORT

OF

ASSISTANT-SUPERINTENDENT S. W. SETON.

S. S. RANDALL, *Superintendent of Schools*:

DEAR SIR:—The round of numerous and varied duties in the supervision of my department of the schools, has so occupied my time and attention, that the season of rendering you my Annual Report comes upon me by surprisal. We are again at the close of the winter holidays, and about to renew our regular examinations of the schools. This, I fear, will scarce leave me opportunity, deliberately to resolve in my mind, those subjects most useful and practical to present for the consideration of the Teachers, in extension of a suggestive manual to guide them in the operation of their schools, which has been my design in every Annual Report since my appointment.

The several subjects connected with the control and discipline of schools, have been presented at various times, in different views, to meet the deficiencies and mismanagement of Teachers, so young as those generally having charge of the larger proportion of the younger pupils, and little experienced in the art of teaching. These circumstances, at times, deeply affect me; they must sadden the heart, too, of all that reflect on the power and influence of early habits, and the impressible nature of children so young, and who, of necessity, are too

early brought under school training, to avoid the alternative of vicious influences from street companions. The great aim of my efforts has been at all times to inculcate the absolute necessity of a regular, constant, and judicious course of physical exercises for the healthful development of the tender frame, good moral development, and intellectual processes of mental training, all of which considerations are seldom duly weighed in bestowing *elementary* instruction ; the very point at which it is most imperatively required. Considerable progress during the past year has, however, been made in the first of these requirements ; an important means of at once improving the condition of the schools, as coming directly in aid of both moral and mental training. There is now secured a good degree of exercise to the heretofore listless, moping, and oppressed subjects of what is called " the gallery," where, at times, two to three hundred pupils are assembled in a vitiated and vapid atmosphere, crowded and jammed together, in such unnatural and hurtful postures, as evidently destroy the tone and elasticity of the muscles, and preclude almost the possibility of any mental effort without extreme weariness and disgust. This condition, I am happy to say, is beginning to be duly amended, by better ventilation and free exercise ; more especially so, since the judicious resolution of the Board of Education, directing that in the Primary Departments the time of instruction should be abridged, and exercise and recreation increased. This order of the Board, as yet, has not been fully carried out, in the spirit of its intentions, while some schools seem not at all to have acted on it. The neglect of it is, indeed, of serious consequence.

The calisthenic exercises, now generally, in a measure, introduced into the schools, seem to have in view rather a pleasing exhibition of drill, than a systematic, healthful exercise for strengthening and developing the muscular powers. It is surprising, from ill-treatment in this respect, how soon some of the important muscles lose their tone and elasticity ; so that the young pupil is not only disinclined to sit straight,

or stand in a proper position, but, sometimes, almost incapable of doing so, except for a few minutes at a time. This is alarming, and a reform should be imperatively required. The Teachers themselves need to be well instructed in the important and useful study of Physiology. Were they so, they would then understand, and also feel, the vast importance of this absolute *necessity* of a good school. The books prepared on this subject are, I think, not yet so popularized in their style as they should be. The subject at the very threshold becomes repulsive from the manner in which it is presented. A bald skull, or ghastly skeleton, is always the first illustration of the study; while the technical terms are seldom, if ever, so clearly explained as to convey the right meaning to one ignorant of the subject; so that, from chapter to chapter, it is still involved in obscurity. Treatises on Physiology are, generally, dry and mechanical. Surely a subject that treats of viscera and anatomized bones, in itself repulsive, should, at least, have an agreeable introduction, be presented in a persuasive manner, and enforced with clear and conclusive arguments, with expressive and well-defined figures. To illustrate my position—how much better, and far more naturally, might the subject be presented?—first, by a beautiful landscape, a morning scene at sunrise—the lark rising from the meadow—a village in the distance. In the foreground, a lamb drinking at a rivulet—rocks and wild flowers, May roses and hawthorn blooming—a brother and sister going up the valley—a laborer ploughing;—a scene of animated nature and rustic life, of peace and tranquillity, where health, and, consequently, joy and contentment, prevail. The scene is the vicinage of a hamlet, whose happy social circles have learned from nature those lessons of simple truth, which, by an instinctive Providence and the light of reason, have guided them by the observation of nature, to habits of early rising, diligence in active toil, and frugality of food. This, with proportionate sleep, which “the Giver of every good gift” bestows on those who learn from nature to follow her simple laws, secures to them the like blessings with all animated

nature. The laborer on his course with the risen sun, his "team a-field," is preparing the ground for the seeds of Spring. His children, decently clad, are already on their healthful morning ramble.

" Their slumbers light
Have fled the approach of morn.
* * * * *
Gay hope is theirs, by fancy led,
Less pleasing when possess—
The tear forgot as soon as shed,
The sunshine of the breast."

With them it is Spring, too, the seed-time of life. Such was the structure of the terrestrial home first allotted man, when his Maker planted for him a garden, and placed him there, to keep and dress it, and to subdue the earth. Here is health, peace, and contentment. How would such a pastoral scene open the subject of health and all its sacred laws, and the three-fold development of the Creator's divine workmanship. This might form the substance of a *first chapter*, unfolding the important subject of Hygiene in all its various bearings—as a fountain of blessings—its obligations and its duties.

The second should be illustrated by a most perfect and beautiful face and bust, glowing with health, animation, and beauty. Its expression and position should indicate a proper and natural carriage of person. The shoulders thrown back and bare of drapery. The countenance expressive of pleasure and content, open, generous, and free-hearted. The chin of course elevated; the countenance directly meeting the eye of the observer. Every muscle, and the full contour of face and person, to evidence a well-developed form and physical frame; while the expressive eye and whole countenance indicate a proper mental and moral development. Here we would have "the human face divine," and from the expressive eye discern "the divinity that stirs within us;" here behold health and all its joyous consequences, teaching that the following of nature's laws, leads to beauty and perfection in all animated nature, as in every plant and adorning flower. The smile of

this fair, tranquil face bespeaks ruddy health ; we may fancy the glowing cheek—the pure carnation lip—the liliated forehead, and just veiled beneath its snowy mantle, the gentle eyes of blue. What an attractive lesson would be seen in this beautiful picture. It is a female, and may remind us of an object dear to every young heart—a mother beloved and endeared. Beneath I would place the motto :

“She wears sweet smiles,
And looks erect on Heaven.”

How much more appropriate and in order, such an introduction to the valuable study of Physiology, than what is ever the case. Thus beginning with the finished form, how winning and attractive ! First impressions are lasting on the memory of the heart, especially if favorable and pleasant ; presenting the subject by a perfected and model structure, it would never be forgotten. Thus might be contemplated in the finished form all that the Creator designed it to be, by following out his sacred laws. What a deep and impressive moral lesson too might be drawn from the inferences !

In pursuit of the subject the frame-work of this beautiful structure might be gradually presented. The vitals and organs, or living instruments, by which nature effects the purposes of our being, after the manner of the watchmaker instructing his apprentice in the mysterious life of the time-piece, showing the perfect machine, then taking it apart to explain the design of each in the construction of the whole, which are dependencies of each other. Thus we may know and understand that its perfection depends on the completeness of the various levers, cogs, and wheels—all combining to give correctness to every movement. Thus, too, should be taught the mysterious life of a “human being,” and all its dependencies, by a strict and entire survey of the frame-work and superstructure of the mortal frame, first viewing the perfect model, so that this rational survey may give us an impression and better knowledge of it, and the design of our Maker, and His unfailing

laws of life and health. It might also prove an impressive and profitable moral lesson. If taught to pause and remember gratefully God, our Creator, that we are the workmanship of his hand, and to exclaim in the language of Job, "Thou hast clothed me with skin and flesh, and hath fenced me with bones and sinews," and with David, "Thou hast laid thy hands upon me; I will praise thee, for I am fearfully and wonderfully made; such knowledge is too wonderful for me; it is high; I cannot attain unto it," and with the pious Christian lyricist,

"Strange that a harp of a thousand strings
Should keep in tune so long."

While we thus consider "these cottages of clay that are crushed before the moth," let us learn also to utter with the Psalmist, "Thou hast made me, give me understanding that I may keep thy law with my whole heart."

Thus might be ended the first and second chapters of a right treatise on Physiology—thus too should end each chapter of our lives, as we are rightly taught the laws of nature and of nature's God. These suggestive remarks, on a right treatise of Physiology, may, perhaps, be thought irrelevant here; but the importance of the subject, and my earnest desire to impress it seriously, and with deep interest on the minds of our Teachers, urge me to present it just in this form, which, being altogether novel, may consequently be striking, and, by a glance at it in this more attractive view, perhaps awaken their better sympathies to the subject, and fix their attention more practically upon it. I have pressed home the subject in every report, and am weary of their listlessness to what is so vitally important to the health and well-being of their pupils, and the right progress of the schools.

But to return from this illustration, it is a rare thing at any time, or anywhere, to find good ventilation in the class-rooms of a school, and still more so to find the pupils practised in a proper degree of bodily exercise by motions of the lower limbs,

at intervals during their lessons. There is too frequently neither exercise nor change of air, during, perhaps, an hour of tedious sitting, though it be evident that the mental effort of the pupils is flagging for want of one or the other, and muscle losing its power for want of exercise. I always recommend simple gymnastic movements at brief intervals during every recitation, and that the doors be occasionally thrown open to ventilate the room by an opened upper sash, caution being taken that the sash never be drawn down too far, as in such case, instead of carrying off the vitiated with the rarified air by an outward draft, a draft is caused inward having just the contrary effect. The neglect of these important points is universal, chiefly originating in the very general disinclination on the part of Teachers to any active movements on the feet during school time, either by themselves or their pupils, and they are averse to making it as it should be, a part of their regular school training. So marked and so general is this injurious predisposition to sitting in school, that, as I am told by a physician, lately from Europe, a noted gymnast has designed a set of gymnastic movements which enable all the important muscles to be brought into action, with a due proportion of exercise while seated. But an obstacle in the way of its adoption existed in the fact, that it requires a seat of peculiar construction not generally adapted to school purposes, so that the true Teacher is still called upon to answer the imperative demands of nature by various movements both of the upper and lower limbs, till the various and multiplied flexors and extensors from head to foot, shall have secured to them due and ample exercise, and a tone that shall invite to their growth and vigor. The abdominal and dorsal muscles require the first and most careful attention, for these with the diaphragm sustain the vitals and spinal column in a healthful position. They should not be left either too long in a state of tension or relaxation, but should have a reasonable proportion of natural rest allowed them.

The books when not in use, are, I find, often held in a con-

strained position of the arm and body, unnecessarily. The hands resting in an easy position in the lap, and the body erect, but naturally at rest, is more suitable, though it may not look so well or uniform. When seated and unemployed, the position of the pupil, though erect, should not be at all constrained, but natural and easy. Then the shoulders occasionally braced, the points of the elbows drawn backward till they touch the sides, by a quick motion, will greatly ease the position of the lungs, if the trunk is at the same time slightly straightened from its natural position when at rest. Let not Teachers tire from the constant demand for vigilance to check improper and injurious postures. It is too important to be neglected; while the significant movements required on their part to check them, will compensate themselves for any painstaking and effort to train the pupils to good habits on all these points, and every other of physical culture. It is a need of the Teacher as well as of the scholar. Both will be thereby better fitted for their work in the operations of the school.

One of the simplest forms of exercising at the same time both the dorsal and abdominal muscles is thus: standing erect, clasp the hands by the forefingers, and thus looked, throw them entirely over the head, till they rest momentarily on the nape of the neck; then, again, alternately bringing them quickly in front, at arm's length downward. This may also be performed while sitting, with good effect. In either form the movement gives a vigorous tone to the important muscles employed in the action. The following motions give breadth to the shoulders, and expand the chest, and tend to correct the ill effects from the neglect of physical training: Throw the right and left arm alternately across the breast, stretching the hands till the palm laps over the opposite shoulder. Again, throw each arm alternately behind, bringing the back of the hands opened to rest on the hip joint. Bring the hands in front bent at the knuckles, the backs of the fingers touching, as the tips rest on the breast-bone; then gradually extend the arms at the farthest stretch, dropping them behind till the

hands touch, resting on the hips, bring them again forward, palms touching, above, and beyond the face, at an angle of seventy-five degrees. Bending the elbows, bring the tops of the fingers again to touch the breast-bone to renew the movement. I suggest these exercises, because simple and efficacious, and they can be explained without illustrative figures. The complexity of the whole subject, is, I fear, a great hindrance to any successful effort at reform. By following the simple suggestions here offered, much may be done to correct existing evils, from too much sitting, and improper postures, and to promote a healthful flow of the animal fluids, so as to give tone and vigor to both nerve and muscle.

The books direct counting, to exercise the lungs, during calisthenic exercises—vocalizing the notes of the scale upward and downward; or the notes of some flowing melody,* is easier, better, and more agreeable. The inefficiency of calisthenics, to fulfil the important purposes of physical training, may here afford grounds for objecting to the urgency and prominence I have always given to the subject. Field-sports, mechanical labor, or the rigors of a regular gymnasium, would, of course, be more effective for elder children, but many hinderances are in the way of the use of any such means by the common schools of large cities, even for them. But here let it be considered, that the suggestions I offer are for younger pupils, brought into school discipline only of necessity, to withdraw them from demoralizing influences—and thereby denied the active life of voluntary sport to which they have been accustomed, and now confined within the walls of the school-room as a prison, and to the limits of sitting on a bench, with their “hands before.” To such, to whom physical training is an absolute necessity, the plans I suggest must be acknowledged not only as good substitutes, but effectual means, well adapted to so important and desirable an end, and worthy the serious consideration of the humane and discreet. To such I still commend them in the strongest terms.

* Russell's popular ballad of “Rockaway” is adapted to the purpose

There are probably few schools where the moral standard is as good as in the Primary Schools of the city. The Bible is heard with reverent attention—also the reciting of “the Lord’s Prayer;” a good proportion of moral songs and hymns are now sung—a grace is also pronounced by the pupils before lunch. Such are the general features of moral influences. Doubtless there are also many judicious and kindly advices given, and precepts taught of Christian principles, as opportunities call for them.

At present, so far as my observation extends, little use is made of reflections drawn from the pages of the reading books, for which I often see there is large opportunity, and not unfrequently when in my way, avail myself of it, as an example to the Teacher. Intellectual processes of instruction are now more prevalent, but not so general as desirable. In this respect the difference in some schools is marked and decided. Some of the Teachers converse familiarly with their pupils. When this is done with the youngest children, when collectively assembled on the gallery, it is appropriate and natural, and always has a good effect. Sometimes they provoke a laugh, which does a world of good. Where the contrary course prevails, and the Teachers are grave and unbending, and without this social intercourse, the mind seems frosted, and fast locked up. By the other more cheerful manner it is naturally developed, as accustomed to be, by family and home intercourse. Knowledge is slowly and imperfectly acquired by mechanical processes. If we would understand anything well, it must be viewed from different stand-points. The uniform use of the book only may put us in possession of acquired learning and knowledge. The infant’s mind is thoughtless, and cannot be made to think by the intellectual plans so familiarly explained, and so frequently recommended. The faculties are strengthened, and I observe mental efforts in deduction, but knowledge to a right use, by the children, is scarce. The teacher induces, the child follows, the teacher with it.

The plans suggested in former Reports, many of which have been acted upon by some of the Teachers, I find, are beginning to be as productive as when the Primary Departments were first instituted in 1826. The methods of instruction then, soon gave such efficiency to the pupils of the Primary Department, that they exceeded in advancement the lower classes of the upper or Grammar Schools. Ten years after, when the Primary Schools had been some years organized, so marked was the difference in their progress as compared with the Primary Schools, that a committee was appointed to investigate the state of these schools, and their comparative standing also, with the lower classes of the upper schools. This measure resulted in a declaration of the superiority of the system prevailing in the Primary Departments, which was then called "the Infant School System," or Pestalozzian, though it adopted only in a limited measure the features of his natural system of mental training. By a resolution of "the Board of Trustees of the Public School Society," recommended by that committee, the Infant School System was adopted in the Primary Schools so far as it could be introduced, under the circumstances of the difference of internal arrangements and school furniture. In the course of this investigation the lower classes of the Grammar Schools were also examined, but with unfavorable results.

One of the first steps in the system then pursued in the Primary Departments, was the simplest form of exercising the reasoning faculties. Instead of conning the names of the letters in dull routine, and then learning to spell, they were at once set to counting objects. The numeral frame, with its moveable and gayly painted balls, was a source of continual pleasure, and a fountain of light and truth shedding on them the first rays of knowledge. The course was: one ball, and one more ball, are two balls—one—two—one and one are two. Two balls and one more ball are three balls—one—two—two and one are three, &c. Then, one—two—(count balls, and two more balls are four balls—one—two

—three—four—one and one are *two*—and two and two are *four*. They were then taught to count ten, and subtract it step by step: one from ten nine—one—two, &c., to nine (counting at each step). The counting of the balls fixed their attention. The motion and color made the lesson agreeable. Multiplication was taught by addition, counting three balls on the wires, one—two—three; then asking, how many? Three.—Then, how many ones? Three ones.—Three times one? Three. Then, four—five—six, how many? Six.—How many twos? Three twos.—Three times two? Six. To three times twelve? Thirty-six. Then dividing: Twos in four? Two times. One—two; throwing off the twos. Fours in twelve? One—two—three, &c.

The alphabet, too, was taught by comparison and analysis; teaching first the geometrical lines that formed them—oblique, curved, perpendicular, horizontal. Announcing or dictating the name of the letter on the black-board, they were asked: “What is first to be done?” “Draw an oblique or sloping line left.”—“What next?” “A sloping line to the right.”—“What next?” “A horizontal line across.”—“What is it?” “A.” Then the letter B. “What do I make first?” “A perpendicular straight line.”—“What next?” “A curved line from the top to the middle.”—“That is P. What is it?” “P.”—“How can it be made B?” “Draw another curved line from the middle to the bottom.” “What is it now?” “B.” At other times, the letters when dictated, were silently traced by the pupil, using a slate and pencil; * when the same exercise of the comparative faculties took place, and of necessity the same interrogations were mentally made; the mind constantly active in the operation, though a silent one.

When the letters were sufficiently learned, they spelt and gave the meaning of words—as dog, cat, cow; which led to talking of it—the object being presented in a picture. If the

* A portion of the writing-desk, painted black and covered with sand, was at first used.

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BAB { A long piece of wood or iron for fastening. A hinderance.	BARB ... { Naked.
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FAR { Distant.	FARE ... { Food.
MAR ... { To injure; to hurt.	MARE ... { Female of the horse kind.
PAR { Equal; of the same value.	PARE ... { To shave off the end or outside.
STAR ... { A heavenly body.	STARE .. { To gaze; to look steadily.
TAR { Juice of the pine tree when burnt.	TARE ... { Name of a weed.
BAN { A public notice.	BANE ... { A poison.
CAN { To be able; to have power.	CANE ... { A walking-stick; name of a plant, bamboo, sugar-cane.
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FAN....	{ A leaf for cooling; an instrument for cooling.	FANE ..	{ A temple; a place of worship.
MAN ...	{ A grown-up male person; an adult.	MANE ..	{ Hair on the neck of a horse.
PAN ...	{ A shallow vessel (milk-pan).	PANE...	{ A square of glass.
VAN....	{ A large wagon; the front of an army.	VANE ..	{ A weather-cock; that which shows how the wind blows.
BAT....	{ A stick to strike a ball; a flying mouse (flitten mouse).	BATE ..	{ (Same as beat); to lessen (same as abate).
HAT....	{ A covering for the head.	HATE...	{ To dislike.
MAT....	{ A cloth to wipe the feet.	MATE ..	{ A companion.
PAT....	{ To touch gently with the hand; a nickname for Patrick.	PATE...	{ The top of the head.
PLUM...	{ The fruit of the plum-tree.	PLUME...	{ A feather in the hat.
TUN....	{ Twenty hundred weight.	TUNE ..	{ A piece of music.
DIN....	{ A loud noise	DINE...	{ To take dinner:
FIN....	{ That with which fishes move and keep straight in the water.*	FINE...	{ Not coarse; very handsome.
KIN....	{ Relations; one of the same family.	KINE ..	{ Cows.
LIN....	{ The water above or below a fall of water.	LINE ..	{ A small cord.
PIN....	{ A fastening.	PINE...	{ Name of a tree.
SHIN...	{ The front part of the leg.	SHINE...	{ To be bright; to give light.
TIN....	{ A white shining metal.	TINE...	{ One of the points of a fork.} a prong.
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This table might be profitably taught by oral dictation, and recited elliptically, both with and without the definitions, the teacher telling the word and spelling it, and the pupils spelling

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GOVERNMENT.

Mildness, vigilance, and firmness, are characteristics of good government. In codes of discipline “the law of kindness” is as invariable in its influence as are the laws of nature; but

it requires judgment and prudence in its application. Vigilance has been called "the strong arm of the law." It has one other strong arm—"the law of kindness," which by a moral force persuades to duty, and insensibly compels to obey. Decision and firmness give stability to government; while vigilance prevents the occurrence of evil. A spirit of kindness adds a genial influence to both, preventing either from being abused, by enabling the reasoning faculties to be successfully addressed, and the enlightened conscience to be convinced of wrong. Hence, punishment is more likely to be justly and judiciously administered; for firmness will not, then, run into tyranny, nor vigilance be exercised in a spirit of espionage. Thus, it will be found, that *mildness*, *vigilance*, and *decision*, with *firmness*, make up the "all in all," of the discipline and government of a school; and, if properly blended, must secure success under all circumstances.

The Teacher must begin his government with the discipline of himself. "He that ruleth his own spirit, is better than he that taketh a city." When he has obtained this victory, he is prepared to govern others. Children are so much the creatures of imitation, that it is all-important that they have a good model. "As is the teacher, so will be the school." It is therefore requisite, that the teacher rigidly discipline himself, by carefully cultivating habits of neatness, cleanliness, and order, gentleness of manner, a watchful self-control, and a cheerful spirit. If the light of the sun be needful to diffuse comfort and physical energy throughout a school, no less important, from the power of its moral influence, is the light of a cheerful countenance, with pleasing tones of voice, and activity and earnestness of manner. These are grand essentials, therefore, in the moral atmosphere of a school. In speaking, let the use of the rising inflection prevail; then, the falling inflection of the voice of reproof will be more felt, and better understood.

Encouragement inspires confidence, and children, more than others, need it. Let it be given in all cases, when it can be

There are probably few schools where the moral standard is as good as in the Primary Schools of the city. The Bible is heard with reverent attention—also the reciting of “the Lord’s Prayer;” a good proportion of moral songs and hymns are now sung—a grace is also pronounced by the pupils before lunch. Such are the general features of moral influences. Doubtless there are also many judicious and kindly advices given, and precepts taught of Christian principles, as opportunities call for them.

At present, so far as my observation extends, little use is made of reflections drawn from the pages of the reading books, for which I often see there is large opportunity, and not unfrequently when in my way, avail myself of it, as an example to the Teacher. Intellectual processes of instruction are now more prevalent, but not so general as desirable. In this respect the difference in some schools is marked and decided. Some of the Teachers converse familiarly with their pupils. When this is done with the youngest children, when collectively assembled on the gallery, it is appropriate and natural, and always has a good effect. Sometimes they provoke a laugh, which does a world of good. Where the contrary course prevails, and the Teachers are grave and unbending, and without this social intercourse, the mind seems frosted, and fast locked up. By the other more cheerful manner it is naturally developed, as accustomed to be, by family and home intercourse. Knowledge is slowly and imperfectly acquired by mechanical processes. If we would understand anything well, it must be viewed from different stand-points. The uniform use of the lesson-book only may put us in possession of acquired learning, not actual knowledge. The infant’s mind is thoughtless, but it may be made to think. By the intellectual plans I have all along recommended, and so familiarly explained, the reasoning faculties are greatly strengthened, and I observe very young children make surprising mental efforts in deducing inferences, thus putting their knowledge to a right use, by gaining with it more.

The plans suggested in former Reports, many of which have been acted upon by some of the Teachers, I find, are beginning to be as productive as when the Primary Departments were first instituted in 1826. The methods of instruction then, soon gave such efficiency to the pupils of the Primary Department, that they exceeded in advancement the lower classes of the upper or Grammar Schools. Ten years after, when the Primary Schools had been some years organized, so marked was the difference in their progress as compared with the Primary Schools, that a committee was appointed to investigate the state of these schools, and their comparative standing also, with the lower classes of the upper schools. This measure resulted in a declaration of the superiority of the system prevailing in the Primary Departments, which was then called "the Infant School System," or Pestalozzian, though it adopted only in a limited measure the features of his natural system of mental training. By a resolution of "the Board of Trustees of the Public School Society," recommended by that committee, the Infant School System was adopted in the Primary Schools so far as it could be introduced, under the circumstances of the difference of internal arrangements and school furniture. In the course of this investigation the lower classes of the Grammar Schools were also examined, but with unfavorable results.

One of the first steps in the system then pursued in the Primary Departments, was the simplest form of exercising the reasoning faculties. Instead of conning the names of the letters in dull routine, and then learning to spell, they were at once set to counting objects. The numeral frame, with its moveable and gayly painted balls, was a source of continual pleasure, and a fountain of light and truth shedding on them the first rays of knowledge. The course was: one ball, and one more ball, are two balls—one—*two*—one and one are *two*. Two balls and one more ball are *three* balls—one—two—*three*—two and one are three, &c. Then, one—two—(counting)—*two* balls, and two more balls are four balls—one—two

—three—four—one and one are *two*—and two and two are *four*. They were then taught to count ten, and subtract it step by step: one from ten nine—one—two, &c., to nine (counting at each step). The counting of the balls fixed their attention. The motion and color made the lesson agreeable. Multiplication was taught by addition, counting three balls on the wires, one—two—three; then asking, how many? Three.—Then, how many ones? Three ones.—Three times one? Three. Then, four—five—six, how many? Six.—How many twos? Three twos.—Three times two? Six. To three times twelve? Thirty-six. Then dividing: Twos in four? Two times. One—two; throwing off the twos. Fours in twelve? One—two—three, &c.

The alphabet, too, was taught by comparison and analysis; teaching first the geometrical lines that formed them—oblique, curved, perpendicular, horizontal. Announcing or dictating the name of the letter on the black-board, they were asked: “What is first to be done?” “Draw an oblique or sloping line left.”—“What next?” “A sloping line to the right.”—“What next?” “A horizontal line across.”—“What is it?” “A.” Then the letter B. “What do I make first?” “A perpendicular straight line.”—“What next?” “A curved line from the top to the middle.”—“That is P. What is it?” “P.”—“How can it be made B?” “Draw another curved line from the middle to the bottom.” “What is it now?” “B.” At other times, the letters when dictated, were silently traced by the pupil, using a slate and pencil; * when the same exercise of the comparative faculties took place, and of necessity the same interrogations were mentally made; the mind constantly active in the operation, though a silent one.

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honestly done. To a want of this sort of management, is to be ascribed the timidity and reserve, so often evidenced among pupils by a hesitating manner, a low voice, and a tone of inquiry in response, especially before strangers; while a proper degree of encouragement will make them confident and spirited, eager to tell all they know, and in an audible tone of voice, all the while watching for an opportunity to reply. Encouragement has a magic charm to influence mental and moral improvement.

In the regular orders of command, the teacher's voice should seldom, or never, be heard. Approbation, and displeasure, too, may very often be as well expressed by looks and gestures as by words; and sometimes better. Such is the language of nature, and the medium of the first moral lesson of infancy, and therefore well understood. In giving orders, signs are always preferable to words. A gentle tap on the desk with the forefinger, a single and slight sound of the bell, or a slight clap of the hands, will sooner command and fix attention than noise or blustering. Gentle sounds act by sympathy on the nervous system, and enforce silence and order, when once the school is accustomed to such a mode of discipline. But noise is never effectually prevented by noise; or, if thus repressed, it is only for the moment; and it returns, as a spring recoils on the removal of a weight. "A silent teacher makes a silent school."

It is important that teachers be well acquainted with the names of their pupils. The right use of such a knowledge is an aid in discipline. In the *business* of a school, when publicly spoken to, or at roll call, scholars should, by preference, be addressed by their given and surnames. Any formal address at such times, such as "master," or "miss," "young ladies," or "young gentlemen," should be avoided; nor should they be *publicly* addressed in a familiar style, by any epithets of endearment—such as "my son," "my child," "my dear," &c. The same remark applies in the class-room, where they are, however, less objectionable. Such modes of address are

seldom allowable, as they tend to lower that deference which good discipline requires. Nevertheless, the teacher should seek, and will find, opportunities better suited to win the favor and affection of his pupils. In a word, experience will convince, that the plain salutation of "boys," "girls," is better adapted to general purposes in the business of a school, and will always more immediately command and fix the attention of the whole. On this subject, however, the best rule is to use signs instead of words, by which time and trouble will be saved, and the purpose sooner effected. For this end, almost the only audible command given should be "Look;" when that is obeyed, signals will be sufficient for almost every purpose. See that every exercise commences from entire silence and order; then, due vigilance will carry order and quiet through the whole exercise.

Mutual good will and confidence should be maintained between all the grades of teachers conducting a school. The government, especially in a large school, cannot well be sustained without this. Whoever may be intrusted with the general order for the time being, either in the main room or in a class-room, should be subject to no interference from a superior—not even from the principal himself. But, whenever circumstances require it, the wishes of the superior should be expressed through the one for the time being in authority or, that one should be required to stand aside, and the other should take his place for the purpose. Two cannot govern at a time. A direct interference with the government of a subordinate, weakens respect for the office with which he is invested. By due attention to this important rule, the pupils will respect whoever may be the representative of the principal. This subordination on the part of *all*, will make a strong government, and prevent the confusion and inattention, so often observable in large schools, where teachers of several grades are employed. It will also prevent, or at least neutralize the mistaken spirit of independence always felt by the young, and generally by those in subordinate rank,—and, thereby, promote

a cheerful obedience to orders, and a submission to all the rules. For want of carrying out this principle, there is, too, often, much embarrassment thrown around the operations and management of a school.

Firmness is the most important qualification of a teacher. Mildness and vigilance will do much; but good government cannot be maintained without firmness. It belongs to *firmness* to insure obedience. The teacher must carry his purpose. He must teach obedience to authority—mildly if he can; but it is all-important that he teach *obedience*. It touches the pupil's own deep interest: the teacher owes it to himself, and to society, that has invested him with his high and responsible office.

In the practical application, therefore, of the foregoing principles, you should be mild, vigilant, and firm—cheerful, active, and earnest—brief and quiet in giving orders. Such methods will best influence the young. Always be uniform in discipline. Teach by example a respect for the rights of others. In these things persevere, and you will see great effects. By all means avoid threatening. Think twice before you speak, and then remember well *what* you have said—and subsequent reflection will never give occasions for the vain regrets of “had I known it,” or “had I *thought* of it.” Be not discouraged what is difficult to-day, may be easy to-morrow: to think so, will do much toward making it so. Watch your school, for it watches you. The eye saves work to the hands. The teacher's eye will do more work (and do it more effectually) than his hands. It cannot be too often remembered that the eye has great influence in the government of a school. Yet, this never-failing vigilance should not seem to be with the eye of suspicion—but should be straight-forward, open, and understood. For, though the pupils ought to be conscious that, while in the teacher's *presence*, his *vigilance* will discern their orderly or disorderly conduct—they should *feel*, when out of his presence, that they have the teacher's *confidence*. If *watched* when out of sight, it should be by arrangements,

that may seem natural and incidental: for, as honesty and integrity are strengthened by confidence, and opportunities of trust, so also, are falsehood and deceit, too often the fruits of suspicion and espionage. This principle may be called the balance of government: let the teacher see that it is always nicely adjusted.

Thus, by the proper exercise of firmness and decision, with the constant practice of vigilance and mildness, the alternative of corporal punishment may be very much, if not altogether avoided. Yet, every precaution should be taken, lest resort be had to objectionable substitutes for the use of the rod; some of which may be equally painful to the corporeal system—sometimes more injurious, and even dangerous, and not unfrequently hurtful from their moral effects—and therefore, some of them certainly, improper to be used. The sustaining of wearisome burdens, unnatural and long-continued attitudes of restraint, public exposures, and badges of disgrace, are of this class of punishments. Some of these, with judicious modifications of the usual methods by which they are practised, and having due regard to their moral effects on the delinquent, may be used—but only under careful limitations—and with great circumspection and judgment; for, it requires a skilful, discreet, and conscientious teacher to use them safely and to advantage. It is ever to be borne in mind, that they are best suited to little children and to boys; and not adapted to the discipline of girls—in whom a nice sense of shame, and a delicate sensibility to reputation, should be carefully cherished. With them such punishments tend to blunt those feelings, which it is the teacher's duty most carefully to cultivate, as among the best safeguards to female character. Can punishments of this class, then, be safely ventured upon, without extreme vigilance on the part of the teacher? How hazardous in its moral effects, to leave a child publicly exposed, and liable to be neglected by the teacher, till the current of feeling begins to turn! Observe, that this ebbing again of the passions must be nicely watched. It is

only by a careful attention to this critical point, that punishment by public exposure can become, as it sometimes does, a powerful means of discipline, especially in the training of little children. But they become worse than useless, if not thus rightly used; for, be it remembered, that, while the teacher may be here and there, the tide of feeling may change, and the first surge of its backward course excite pride, anger, and malevolence. And, though this should be but in a small degree, every moment's continuance of the punishment or exposure beyond the salutary point, inflicts a moral injury that surpasses tenfold any possible good which the teacher can hope to derive from it, as a means of discipline. It also renders the punishment altogether ineffectual for another occasion, thereby, throwing the teacher into a new perplexity for other substitutes for corporal punishment. It is therefore plain, that, in resorting to such methods of discipline, untiring vigilance alone is to be depended upon, to give it any success. Now, there is only one answer to be made to an inquiry that will here arise—*What then is to be done?* It is the old, the oft-repeated adage—"an ounce of prevention is worth a pound of cure." Set *vigilance*, then, as the van-guard; send it out, far and wide, backed and strengthened by the firm commands of *decision*, while a spirit of *kindness* shall strengthen all the forces brought into the discipline of a school, and how many embarrassments, difficulties, and perplexities, will flee away before the faithful and skilful teacher!

In directing the various movements required of the scholars care should be taken never *to touch them*. The teacher, in addressing either the whole school, or a single class, should take such a position as will command the eye of every scholar, and thence direct by the voice, or by a signal. To call a child, and at the same time to draw *him toward you*; to command him to go, and the next moment reach forward to push him; or, to effect either of these purposes, not by words or signals, but by *taking hold of the pupil*, is a very common error in discipline. Such a practice accustoms the scholar to wait for

a repetition of orders before obeying. He should, on the contrary, understand that the teacher will give his commands but *once*, and that *he* should *at once obey*.

An error, equally common, is to confine the delinquent by a cord, or to turn the key upon him to keep him in a room, or exclude him from it. Now, as these are a resort to mere physical force, instead of the moral incentives, without an appeal to either duty or honor, the very idea of *authority*, or of *obedience*, is wholly precluded. Whereas, the *word* of the teacher should be stronger than bolts, and his *command* more binding than cords. These are errors seldom perceived, and felt to be such, except by those who have had much experience in the government of children.

It is, also, somewhat important, that scholars be taught that the little words *this* and *that*, *these* and *those*, *here* and *there*, &c., always require that they *look* immediately at the speaker; they should fully understand that these words generally imply a signal—(pointing, &c.) Timely instructions on these seemingly trifling points, will remove a burden of little perplexities, constantly interfering with the management of the school.

Cleanliness, method, and order, are among the first and most necessary elements of popular education. Let effectual provision be made for these, and every good rule be enforced, both without and within the school-room; yet be careful that extreme attention to them do not hinder instruction; for either may be carried to excess. A due attention, however, to method, will give a right direction in practice to these important points. As cleanliness is valuable, both as a physical and moral means, in training youth, let it be constantly, not periodically, attended to, and practised daily, for its own sake.

Education is unfinished, while the physical powers are left untrained. Teach children to sit, to stand, to move, to walk. The rules are few and simple; and these are the more easily enforced, from the fact, that “children are the nicest observers in the world.” Be reminded *again*, that they are always

looking at you, and that they imitate what they see. They should, therefore, see nothing that they may not safely imitate. Do everything moderately and quietly, yet always with *earnestness*. There is philosophy in school-government. Even reproof may be so given, as not to be understood by children. They wait for decided tones, and expressive and earnest looks, before they are influenced to feel or act. Therefore, be careful to throw earnestness and decision into your voice and manner, without the appearance of passion. Here, the falling inflection will be to the purpose ; and, though expressive of displeasure, there will be no danger of making wrong impressions, if the teacher is in the habit of dealing with his pupils in a *spirit of kindness*. Let no circumstances betray you into a show of selfishness ; for, it has been justly said, that “ children often learn from teachers and parents, to love no one.”

One of the best means of moral development, is, early to impart to children a knowledge of the benevolence of the Deity, as manifested in his works. Contrast this with the selfishness they may observe in their own hearts, and which is often seen in their actions—and you prepare a tablet, on which you may the more easily impress all the precepts of virtue.

Volumes have been written (and teachers would do well to read them) upon the discipline and government of schools, detailing rules of management, applicable to the ever-varying circumstances of the little world committed to the teacher's trust. But they are all summed up in the foregoing, which will be found to contain the only basis of right government, and the best elements of good order, and, if carried out, will insure success.

December, 1859.

S. W. SETON,
Asst. Sup't.

R E P O R T

ON

NORMAL SCHOOLS.



REPORT.

To the Board of Education :

In accordance with the requirements of the By-Laws of this Board, the Executive Committee on Normal Schools beg leave to present this their Annual Report for the year 1859.

At the date of the Annual Report for 1858, the number on Register in the schools under our supervision was as follows :

In the Saturday Female School,.....	728	
Admitted during the year,	195	
	<hr/>	
	923	
Graduated July, 1859,.....	132	
Discharged during the year,.....	115	
	<hr/>	
	247	
Leaving on Register at this date,		676
In the Male School,.....	64	
Admitted during the year,.....	22	
	<hr/>	
	86	
Graduated July, 1859,.....	3	
Discharged during the year,.....	22	
	<hr/>	
	25	
Leaving on Register at this date,.....		61
In the Colored School,.....	22	
Admitted during the year,.....	3	
	<hr/>	
	25	
Discharged during the year,.....	1	
	<hr/>	
Leaving on Register at this date,.....		24
		<hr/>
Total number on Register in all the Schools,.....		761

In compliance with the resolution adopted by this Board, December 15, 1858, the Daily Normal School was closed on the second Friday in February last. All the pupils in attendance at that time who desired it, were, by direction of this Committee, transferred to the Saturday School.

The expenses of the several schools during the year have been as follows :

SATURDAY FEMALE NORMAL SCHOOL.

Salaries of Teachers and Janitor,	\$4,913 29
Supplies from Depository,	1,060 72

MALE NORMAL SCHOOL.

Salaries of Teachers,	\$1,050 12
Supplies from Depository,	140 75

DAILY NORMAL SCHOOL.

Salaries of Teachers,	\$377 20
Supplies from Depository,	97 63

COLORED NORMAL SCHOOL.

Salaries of Teachers and Janitor,	\$337 56
Supplies from Depository,	84 72

Total amount paid for Salaries,	\$6,678 17
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Total amount paid for Supplies,	1,383 82
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The examinations required by the By-Laws of the Board of Education have been held in compliance therewith. They were conducted by written exercises altogether. The questions were dictated by the teacher at the time, and not printed as heretofore. The results of these examinations have been quite satisfactory to the committee, showing on the part of the instructors great fidelity and aptness in teaching, and on the part of the pupils, close application and attention to study. The graduating class for the present year is believed to be the largest ever sent out from the schools, being one hundred and thirty-five, in numbers as follows :

LIST OF GRADUATES, JULY, 1859.

FEMALE NORMAL SCHOOL.

Sarah Adams,	Harriet M. Conrey,	Clara Hopps,	Mary E. Phelan,
Adeline E. Anderson,	Ann Cushing,	Mary J. Houseworth,	Anna M. Power,
Lois E. Andrews,	Eliza Ann R. Dalton,	Maria E. Hull,	Mary J. Poor,
Louise Bamman,	Matilda Davis,	Emma Husted,	Mary A. Puel,
Jennie Barton,	Catharine J. Delaney,	Mary E. Ingersoll,	Sarah C. Quinn,
Sarah T. Bates,	Isadora C. Dean,	Eleanor D. Irvine,	Joanna Randall,
Harriet A. Baxter,	Margaret Donnegan,	H. Amanda Irving,	Sarah E. Raywood.
Margaret A. Boak,	Louise D'Orsay,	Isabella I. Johnson,	Mary Ida Robinson.
Sarah A. Bodine,	Eliza M. Dyke,	Annie Kelly,	Josephine M. Rodgers
Elizabeth Bosquet,	Martha L. Doake,	Phebe A. Kendall,	Kate A. Rodgers,
Caroline Birch,	Isabella Dolmage,	Kate Kennelieu.	Martha E. Rhodes,
Susan C. Brick,	Eliza E. Dunn,	Giletta R. Kiersted,	Mary E. Rhodes,
Sarah A. Brown,	Caroline F. Elwell,	Harriet M. Kopper,	Mary J. Scanlan,
Louise M. E. Buschman,	Annie E. Evans,	Delia F. Lockwood,	Kate L. Simms,
Eliza C. Budd,	Jane E. Fagan,	Mary W. Lowrey,	Mary M. Skiffington,
Harriet A. Budd,	Jane Fulton,	Mary A. Mahoney,	Amanda F. Springsteed
Margaret Canary,	Isadora M. Findley,	Frances A. Megary.	Matilda M. Stopp,
Maria S. Case,	Emma Fryer,	Mary A. Merritt,	Mary A. Sweeney,
Jane Caldwell.	Mary C. Finnegan,	Emilie L. Meredith,	Mary E. Sudlow,
Isabella Castell,	Emma Fitch,	Irene B. Miller,	Helen Thompson,
C. Cecilia Cary,	Julia C. Flannagan,	Martha Miller,	Lucretia A. Tooker,
Louisa Clawson,	Jane Godwin,	Sophronia Morehead.	Mary Tuthill,
Sarah J. Crane,	Kate Gordon,	Angelina Mosher,	Annie E. Van Boskerck
Sophia H. Crawford,	Elizabeth Gray,	Isabel J. Munson,	Sarah A. Ward,
Mary A. Crowell,	Frances J. Graham,	Jane McFarland,	Mary E. Wainwright,
Mary A. Crothera,	Louisa E. Green,	Mary A. McHugh,	Martha Washburn.
Elizabeth A. Coe,	Annie Hart,	Jennet McLuskey,	Josephine Weeks,
Rosa Cohen,	Kate E. Hartt,	Isabella M. McVey,	Mary Weightman,
Adelaide Cooper,	Clarissa Hartman,	Susan McVey,	Cornelia J. Whitney,
Emma M. Cole,	Admaresa J. Haviland,	Elvira E. Neville,	Annie M. Wiggins,
Julia Collier,	Sarah E. Heybeck,	Lucy M. O'Connell,	Susan A. Williams,
Margaret A. Coleman,	Eliza Hoffman,	Louisa M. Osborn.	Elizabeth A. Wilson,
Mary A. Colwell,	Marion W. Holly,	Rebecca F. Patterson,	Elizabeth B. Wright.

MALE NORMAL SCHOOL.

George Brinkerhoof,

John Demarest,

James McCormick

In consequence of the large number graduated and promoted, we have been enabled to reduce the number of classes in the Saturday Female School to thirteen, and divisions to three, viz., Five A, Four B, and Four C classes—the D division being discontinued.

The committee upon consultation with the Principal and Teachers of the Female School, have made some alterations in the course of studies, reducing the number in the B and C classes to four, taking from the C classes Etymology, from the B classes Natural Philosophy, and requiring the subjects of Arithmetic and Algebra, as far as taught, to be completed in the B classes. In the A classes Arithmetic and Algebra have been discontinued, and Natural Philosophy, Composition, and English Literature, introduced in their stead ; one composition each month is required from the pupils of the B and C classes also.

Before closing this imperfect record of their transactions for the present year, the committee would congratulate the Board upon the continued usefulness and prosperity of the schools placed under their supervision, and gratefully acknowledge the kindness of an all-wise Providence who has permitted us to close our labors without being called upon to report the death of any one who commenced the year with us, either as Teacher or Pupil.

Respectfully submitted.

WM. B. EAGER, Jr.,	}	<i>Executive Committee on Normal Schools.</i>
JAMES W. FARR,		
JOHN O'KEEFE,		
JOEL W. MASON,		
CHARLES J. DOUGHERTY,		
WILLIAM R. STAFFORD,		
JOHN O'GRADY, Jr.,		

December 31st, 1859.



REPORT

ON

EVENING SCHOOLS.



REPORT.

The Executive Committee on Evening Schools would respectfully

REPORT :

That the total number of pupils registered during the term ending December 24th, was 15,567, of which 10,752 were males, and 4,815 females. The average attendance for the same period was 8,314, of which 5,343 were males, and 2,971 females.

In order that all persons desirous of entering our Evening Schools should have suitable information, the Committee, in accordance with the usual custom, advertised the time and place for holding them, in the papers having the most extended circulation among that class of our people who are glad to avail themselves of the advantages which the schools afford, and also by posting handbills in every part of the city, thereby attracting the attention of all classes of our citizens. In this manner, general publicity was given to all who were not previously aware of the existence of the schools, while those who usually attend them were again reminded of the re-opening of institutions where they had often passed so many happy hours, and enjoyed the blessings of mental culture denied to them in their earlier days.

That none could offer any excuse for non-attendance on account of the distance of their residences from the nearest school-house, your Committee, following the example set them by their predecessors, caused all the schools to be re-opened which had previously existed ; and although some of these were not as largely attended as your Committee anticipated, yet many persons have enjoyed in them opportunities for re-

ceiving that instruction so essential to their future welfare. Male schools have been held in every ward of the city except the Second and Third, while in the Twenty-second, the population of which is very large, two were opened for its accommodation, both of which have been largely attended. As the Twelfth Ward embraces all that portion of the Island above Eighty-sixth street, the Committee deemed it advisable to continue in it the three schools previously existing, one at Yorkville, another at Harlem, and the third at Manhattanville. At Yorkville and Harlem, in addition to the male departments, separate schools for females have been held, and although the number in attendance has been large, yet it was feared by some of the school officers of the ward, that if the females had to meet in the same room with the males, very few would be induced to attend. The Committee therefore felt constrained to listen to their suggestions, although in so doing, the expenses attending the operations of such schools were slightly increased. In all the other wards, except the Second, Third, Fifth, and Ninth Wards, female schools have been continued, and generally with very good success, though, as the tables exhibit, the number of pupils has not been as large as in the male schools of the corresponding wards.

The disparity existing between the registered number and the average attendance often causes much surprise to those unacquainted with the working of the system. While sixteen thousand names were registered, the regular attendance for the term was only about half that number, showing the absenteeism to be very large. This is easily explained. 1st. We have a class of boys who, upon the opening of the schools, immediately enter and have their names recorded. They attend perhaps for the first or second week, and the novelty being over, they retire to give room for other and better pupils. 2d. Many boys are sent to school by parents and employers, who suppose they are regular in their attendance, but on every bright moonlight night, or when some meeting is held in the vicinity of the building, they absent themselves, and as no

measures can properly be adopted to inform these parents or guardians of the absence of their children, the latter take advantage of the ignorance of the former, and remain away for several successive evenings. Indeed, so common has absenteeism become, that the number of those who attend at least three evenings in the week in some classes has been so small that the teacher has made but little progress. This evil is mostly confined to the younger pupils; those of more mature years being generally present, whenever their business will permit. 3d. Another cause of this absenteeism, is the excitement growing out of the two elections, State and Charter, which occur during the school term. As the school-houses are located in nearly every ward, it very often happens that the meetings of the respective parties are held in their vicinity, and no scholar, on his way to school, can help hearing the music or seeing the light from burning tar-barrels, which these parties now employ to attract those who otherwise would not be present. Unfortunately, on such occasions, it so happens that the class-rooms contain many vacant seats, while the orator upon the rostrum has for his audience a large number of beardless youths, who perform one essential part of the programme—vociferously applauding the speakers. These meetings generally continue during a week or more preceding the State election, and the pupils have scarcely recovered from their political enthusiasm, when the drum is again sounded rallying the forces for the charter contest. Teachers have greatly complained of this sore evil, but no persuasions or arguments have been found potent enough to change the convictions of these truant juveniles, that it is a part of their duty to aid in the election of the candidates of the respective parties, by not only being noisy auditors, but also in acting the part of *standard-bearers* in processions, and illuminating the bodies, if not the minds of the people, by becoming carriers of flaming torches. Did these partisans, under whose auspices these meetings are conducted, know what injury they inflict upon thoughtless boys, in encouraging idleness and

truantism, and thus depriving them of that very information which is absolutely essential to the faithful and intelligent discharge of the duties of an American citizen, your Committee are persuaded that they would henceforth discourage, by every means in their power, the attendance of this class of our evening school pupils, even though by doing so, their meetings should be very greatly reduced in numbers. Very many parents would not consent that their young sons should roam the streets at night, mingling with those of every class, acquiring habits which tend to the utter destruction of all morals, if they knew it, nor would employers or guardians tolerate such practices; but they suppose those intrusted to their care are at school and remain satisfied. When the term has ended, and these pupils have not made the progress naturally expected, then the schools are regarded as wanting in efficiency and the teachers in the necessary ability successfully to impart instruction. The Committee would gladly correct these evils, if it were possible for them to do so, by a system of measures, generally pursued in our day schools, but there is no time to send after absentees, nor would any notes acquainting parents or guardians be likely to reach them, boys being too fond of hiding each other's faults, willingly to consent to become the bearers of these notes. The attendance in the female schools is much more regular, and only affected by the inability of the members to be punctual. Most all of those over twelve years of age, and some under, are employed either as domestics or in places of business, where they are often detained, until it is too late to go to school. While the difference between the registered number of male pupils and the average attendance is about one hundred per cent., in the female schools it is not quite thirty-three per cent. While your Committee has had just cause to lament that so large a number of the rising generation, for whose mental and moral improvement these schools were established, do not seem to appreciate the advantages kindly extended to them, yet they feel that their labors have not been in vain. The average at-

tendance for the past term has been equal, or nearly so, to any that preceded it, and the results are of the most gratifying character. In many schools, the adult classes were unusually large, and as the members of these enter our schools fully impressed with the conviction that the blessings therein received, are essentially necessary to their future usefulness in life, they attend with great regularity, listen respectfully, and the improvement made by them in their studies, is encouraging to them and to their teachers. Nearly two thousand persons of both sexes, over the age of twenty-one, were registered members of the adult classes during the present term. Some of these could not even spell, many could but just read in the first reader, and few could write well. Others were Germans, who had been well taught in their own country, but were unacquainted with the orthography of the English language, and had sought our evening schools, there to receive that instruction which would assist them in forgetting the habits of their father-land, and more effectually enable them to become useful and valuable citizens of the country of their adoption. This latter class have not attended so numerously as in former years; in some schools the number has ranged from eight to twenty, while hitherto, it has very much higher. It may become necessary hereafter, to have German classes established only in particular schools, where those anxious to avail themselves of the advantages they afford, may be properly directed. Should this plan be adopted the expenses may be somewhat reduced as teachers for these Germans are now appointed in almost every male, and in many of the female schools.

When the system of Evening Schools was first established in this city, one of the rules then adopted by the Committee and carried out by the Principals—was to exclude all children under fourteen years of age; latterly this rule has been repealed, and, as a necessary consequence, we find about two thousand little boys and girls under twelve years of age enrolled as pupils, and many of these are but eight or nine. It

has been urged that the admission of this juvenile class was inexpedient, as it encouraged a system, now becoming too prevalent, that of parents removing their children at a very early age from day schools, and either sending them to engage in some employment, or suffering them to wander the streets of the city forming habits and becoming the slaves of vices, which may prove destructive to their future usefulness. And it has been further advanced in opposition to their admission, that children who from early morn have been engaged in any occupation, ought to retire to rest before the time for closing the school has arrived, if we hope to preserve in the rising generation that physieal strength in later years, which it is so desirable that all should possess. These and other considerations have been urged upon the Committee, and they have given them due attention but have not yet felt it their duty to recommend any measures in relation to them. They well know that many parents are so poor that they feel compelled to take their children from day schools and send them into factories, stores or in peddling various articles of merchandise, in order that they may be provided for. Should these little ones then be denied the advantages of securing an education, which the poverty of parents denies them in the day schools? Your Committee think not; and have therefore concluded to abstain, at this time, from any recommendation respecting them.

The Assistant Superintendent having special charge of these schools, discovered, during his official visitations last year, that a large number of pupils, of both sexes, who were day school scholars, were likewise attending as members of the evening classes. In many instances, injudicious persons insisted upon the admission of their children, and thus the city was paying double for their education. Accordingly, to remedy this evil, instructions were issued to the Principals, forbidding the admission of any person who attended day school, and requiring a strict observance of the law. The same officer, in his visitation to the schools this term, has found but very few cases in

which the instructions of the Committee have been violated, and when such have been found, he has sent home the pupils thus attending. Unless such stringent measures be pursued in carrying out the law, which strictly forbids the admission of day-school pupils, many of the lower classes would be mainly composed of them.

The principal branches which are taught are reading, spelling, definitions, writing, arithmetic, and, in some cases, the elements of geography, grammar, and algebra. Those who are taught the two latter branches, are, perhaps, not five per cent. of the entire number. It has been deemed advisable to make all as familiar with the elements of a common school education as possible, and to devote no time to studies which were not practically useful. The results are believed to be very satisfactory, and, in many cases, the advancement made has been truly astonishing. Book-keeping and mercantile arithmetic have been taught to a class of our young men, who wish to become familiar with the ordinary methods of keeping accounts, and teachers, in every respect competent for the task, have been provided for them, and the Committee are satisfied that in this department much good has been accomplished. In most of the male schools, the larger pupils have organized debating societies designed for their mutual improvement, and on one evening, generally at the close of the week, they meet and discuss some suitable question and read essays written by themselves upon selected topics. This practice has been commended by our predecessors, and, as we think, very wisely; stimulating, as it does, the mind to useful study; and, as the questions selected usually refer to some mooted historical point, or relate to improvements in arts, the pupils, in order to be fitted to sustain their parts, are impelled to read, study, and to reflect upon what has been studied; and these habits of mental industry and thought thus originated cannot fail to make the man of thought and character in after-life. Some of these societies have continued to hold their meetings during the entire summer and fall, and young men, instead of visiting

places where character and reputation are endangered, are encouraged to continue pursuits which tend to make them men of usefulness and influence in the world.

In closing the labors for the year, your Committee cannot refrain from congratulating the Board, as well as the public, upon the continued success of the system of Evening Schools. Could the thousands of both sexes who have been pupils, and have improved the opportunities afforded them, and are now valuable members of the community, only testify with one voice their gratitude for the inestimable blessings which these schools have conferred upon them, it would then be seen that the money expended and the time occupied in carrying out the wishes of the Board, have been judiciously employed. That our schools may long continue to exist, under wise and judicious management, is the earnest desire of the Committee, feeling fully assured that they are destined to exert the most beneficial influence upon the minds and hearts of their pupils during their subsequent lives.

All of which is respectfully submitted.

CHAS. E. GILDERSLEVE,
TERENCE FARLEY,
JARED A. TIMPSON,
DANL. SLOTE,
ANDREW L. BYRNE,
GEO. WHITE,
JAMES MARRINER,

*Executive
Committee
on Evening
Schools.*

Schedule A.

Showing the Number Registered and their Ages, the largest Number present at any one time, and the Average for the Term of Nine Weeks, ending on March 4th, 1859.

MALE DEPARTMENTS.

EVENING SCHOOLS.										
	Number on Register.	Under 10 years of age.	Over 10 and under 21 years of age.	Over 21 years of age.	Largest number present at any one time.	Number that attended less than one month.	Number that attended over one month and under two.	Number that attended the full term.	Average for the term.	Number that attended previous year.
1st Ward.....	284	102	138	44	264	87	71	126	174	238
4th ".....	268	189	88	41	189	94	91	78	187	221
5th ".....	320	152	104	64	208	96	80	145	166	237
6th ".....	344	208	98	48	191	171	104	60	141	265
7th ".....	278	164	77	32	271	58	45	170	148	165
8th ".....	252	156	62	34	161	70	52	180	124	221
9th ".....	179	107	58	19	165	59	62	58	118	155
10th ".....	248	122	92	34	202	28	29	196	171	208
11th ".....	810	481	269	110	641	71	40	207	508	607
{Manhattanville.....	146	69	51	26	116	62	54	30	96	136
12th " {Harlem.....	107	50	48	14	90	29	23	38	72	91
{Yorkville.....	245	125	45	75	179	87	68	80	144	225
13th ".....	199	125	48	26	125	77	68	54	102	115
14th ".....	270	160	80	30	232	28	17	215	174	210
15th ".....	229	116	71	42	175	66	24	149	188	181
16th ".....	277	134	96	47	266	38	53	186	200	249
17th ".....	381	189	76	66	239	64	71	196	184	306
18th ".....	360	213	88	59	310	88	97	175	250	285
19th ".....	388	208	91	44	252	77	80	181	177	240
20th ".....	181	103	63	15	147	49	47	85	101	163
21st ".....	346	150	98	93	216	88	48	206	176	303
22d " 40th st.....	283	172	93	18	264	60	70	153	195	251
22d " 44th st.....	185	128	37	20	145	35	33	110	116	146
Colored School, 8th Ward...	67	24	10	88	48	56	14	0	81	19
Total.....	6589	3537	1966	1029	5156	1597	1335	8143	3838	5231

FEMALE DEPARTMENTS.

1st Ward.....	211	81	98	32	199	71	70	106	157	190
4th ".....	181	131	50	18	171	35	43	103	100	139
6th ".....	254	141	105	8	164	58	85	131	130	156
7th ".....	182	81	44	7	97	20	72	40	77	104
8th ".....	132	102	30	15	167	15	31	81	126	100
10th ".....	144	113	30	1	141	9	24	111	119	68
11th ".....	247	186	45	18	203	48	37	162	146	154
12th " {Harlem.....	25	16	7	1	25	9	9	7	16	25
{Yorkville.....	62	39	14	7	62	26	21	52	49	9
13th ".....	141	106	27	8	117	27	31	84	94	76
14th ".....	208	122	74	12	200	31	87	140	140	153
15th ".....	158	85	44	29	135	27	43	88	98	87
16th ".....	173	116	40	18	163	9	■	180	136	143
17th ".....	170	90	71	9	160	11	53	106	122	115
18th ".....	126	84	30	12	115	16	30	81	92	102
19th ".....	124	57	33	34	113	9	21	94	104	124
20th ".....	203	165	36	2	185	24	34	145	162	188
21st ".....	141	74	47	20	186	12	29	75	107	■
22d " 40th st.....	165	105	48	12	125	35	14	116	97	127
Colored, 8th Ward.....	64	7	6	31	41	30	27	27	32	20
Total.....	3051	1900	879	292	2731	521	725	1881	2084	2170
Grand Total.....	9590	5437	2845	1321	7887	2118	2060	5024	5927	7401

Schedule D.

Showing the Average Attendance, each Week separately, for the Term of Twelve Weeks, ending on December 24th, 1889.

MALE DEPARTMENTS.

Evening Schools.	1st Week.	2d Week.	3d Week.	4th Week.	5th Week.	6th Week.	7th Week.	8th Week.	9th Week.	10th Week.	11th Week.	12th Week.
1st Ward.....	290	292	297	282	188	194	202	191	205	198	217	234
4th ".....	386	295	258	228	184	160	171	166	164	138	151	209
5th ".....	305	303	289	273	245	227	258	234	218	198	216	208
6th ".....	253	226	205	195	170	156	168	168	165	183	145	145
7th ".....	292	261	174	193	170	151	171	171	205	174	159	172
8th ".....	271	285	242	234	201	201	213	186	172	149	181	186
9th ".....	280	235	221	200	203	185	177	178	152	126	161	157
10th ".....	317	302	239	272	247	221	248	231	223	481	198	209
11th ".....	333	673	542	697	631	628	560	669	687	468	595	457
12th ".....	122	103	99	99	99	105	113	107	105	100	108	103
13th ".....	102	126	115	124	113	126	113	92	110	89	82	90
14th ".....	189	182	172	168	126	145	140	122	168	123	134	122
15th ".....	289	286	214	240	204	179	197	189	178	148	169	164
16th ".....	459	375	322	306	281	222	279	250	238	208	259	239
17th ".....	304	198	181	178	137	144	165	152	151	139	157	160
18th ".....	344	318	300	306	251	284	256	268	239	199	259	278
19th ".....	386	358	328	330	312	270	315	320	287	243	265	261
20th ".....	406	381	340	328	261	283	310	317	283	260	267	280
21st ".....	372	304	246	243	221	232	221	208	215	153	184	215
22d ".....	249	238	220	216	172	162	166	150	136	115	123	118
23d ".....	242	249	237	235	202	223	234	189	194	193	256	284
24d ".....	454	384	328	294	273	246	292	270	268	208	258	326
25d ".....	180	136	148	157	148	127	138	157	120	92	127	167
Colored, 8th Ward.....	86	84	84	46	39	37	40	33	31	32	31	38
Total.....	7261	6544	5746	5939	5073	4858	5042	4928	4900	4463	4702	4862

FEMALE DEPARTMENTS.

1st Ward.....	236	218	230	225	175	176	190	191	188	185	140	158
4th ".....	190	201	177	163	135	140	141	151	154	118	125	153
5th ".....	222	218	200	203	167	176	179	184	207	155	171	178
6th ".....	138	138	122	128	95	102	102	100	98	93	87	103
7th ".....	210	217	209	215	183	189	194	183	190	155	187	196
10th ".....	190	198	185	210	207	197	207	197	202	161	194	200
11th ".....	296	282	272	273	266	238	244	241	232	162	189	211
12th ".....	31	38	32	31	32	33	34	25	35	25	26	31
13th ".....	80	64	63	75	69	72	66	72	75	68	82	82
14th ".....	150	153	135	149	148	153	147	154	151	110	140	151
15th ".....	244	237	208	222	182	194	193	198	201	171	209	203
16th ".....	113	106	108	109	92	107	102	103	105	84	95	105
17th ".....	202	195	203	189	139	154	139	148	158	110	146	148
18th ".....	150	169	138	151	137	142	137	121	135	112	124	131
19th ".....	157	175	173	167	136	153	158	172	172	121	140	162
20th ".....	142	147	155	145	146	144	137	139	134	113	141	142
21st ".....	221	228	237	232	187	207	209	208	190	174	202	206
22d ".....	137	158	136	147	121	135	147	146	162	135	148	161
23d ".....	261	238	235	235	184	171	162	174	175	98	151	169
Colored, 8th Ward.....	28	41	45	56	43	46	50	20	19	21	23	25
Total.....	3388	3411	3280	3315	2858	2929	2937	2932	2963	2374	2720	2922
Grand Total.....	10649	9955	9026	9154	7931	7787	7979	7860	7892	6837	7422	7784

No. 17½.

DEPARTMENT OF PUBLIC INSTRUCTION,

STATE OF NEW-YORK.

BOARD OF EDUCATION,

CITY OF NEW-YORK, DECEMBER 28, 1859.

Mr. DAVENPORT presented a Report from the Committee on Supplies, on the award of contracts for furnishing the Supplies for the Schools for the year 1860.

Ordered, That said Report be printed under the direction of the Committee.

THOMAS BOESE,
Clerk.



REPORT.

To the Board of Education :

The Committee on Supplies Report: That in accordance with the requirements of Section 162 of the By-Laws, they caused advertisements to be inserted three times a week for two weeks, in four daily papers, for proposals to furnish any one or more of such articles, at such times and in such quantities of each article as may be required for the several schools, &c.

Forty-two proposals were received (their names being hereunto annexed) and the contracts, in all cases, were awarded to the lowest responsible bidders. The Supplies called for, together with the names of the parties to whom contracts were awarded, with the proposed prices, are herewith submitted, and form part of this report.

The Committee recommend the following resolution for adoption :

Resolved, That the award of contracts made by the Committee on Supplies, and herewith submitted, be confirmed, and that the said contracts shall continue in full force and effect until the 1st day of January, 1861.

Respectfully submitted.

JOHN DAVENPORT,	}	<i>Committee on Supplies.</i>
JAMES CUSHING, JR.		
DANIEL SLOTE,		
WM. E. CURTIS,		



COPY OF ADVERTISEMENT.

OFFICE OF THE BOARD OF EDUCATION, COR. GRAND AND ELM STS., }
NEW-YORK, Nov. 26, 1859. }

Sealed proposals will be received at this Office until the 15th day of December next, at four o'clock, P. M., at which time said proposals will be considered, for supplying the Public Schools under the jurisdiction of the Board of Education, with Books, Stationery, and other articles required for the use of said Schools, for one year, commencing on the first of January, 1860.

A List of the articles will be furnished on application to the Clerk of the Board of Education.

JOHN DAVENPORT, DANIEL SLOTE, OLIVER H. LEE, JAMES CUSHING. JR. WILLIAM E. CURTIS,	} Committee on Supplies.
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NAMES OF BIDDERS.

Smith & Lounsbery,
The J. L. Mott Iron Works,
Beatty & Stephenson,
Bowne & Co.,
David Price,
A. S. Barnes & Burr,
Sheldon & Co.,
William A. Wheeler,
Slote & Janes,
W. I. Pooley & Co.,
Roe Lockwood & Son,
C. Shepard & Co.,
Danl. Appleton & Co.,
J. A. Hasbrouck & Co.,
Willard Felt & Co.,
Pratt, Oakley & Co.,
William D. Roe & Co.,
Hubbard & Burgess,
A. Miller & Co.,
Mason Brothers,
Cameron & Walsh,

Snyder, Black & Sturn,
A. J. & H. E. Storms,
S. S. & W. Wood,
D. & J. McLelland,
H. R. Mount,
Iverson & Phinney,
D. H. Cruttenden,
John Laden,
Sherman P. Colt,
Francis Melville,
J. S. & J. W. Burnton,
D. Fanshaw,
E. B. & E. C. Kellogg,
George B. Tompkins,
Levi Rightmeyer,
Leavitt & Allen,
Frederick Whipps,
D. Mead,
W. R. Clark & Meeker,
Charles T. Candee & Co.
Clark, Austin & Smith. ,



AWARD OF CONTRACTS.

NAMES OF BOOKS.	For Single Copy.	REMARKS.
ARITHMETICS.		
Anderson's, with answers.....	\$0 18	W. I. Pooley & Co.
Cruttenden's, No. 2, Mental & Primary	11 $\frac{1}{2}$	A. S. Barnes & Burr.
" " 3, Practical.....	23	" "
" Intermediate No. 2.....	15	D. H. Cruttenden.
" Mental and Primary No. 1....	6	" "
Davies' Primary	7 $\frac{1}{2}$	A. S. Barnes & Burr.
" School, new edition.....	25	" "
" Practical Mathematics.....	53	" "
Greenleaf's No. 1, New Primary....	7 $\frac{1}{2}$	W. I. Pooley & Co.
" " 2, Intellectual.....	11 $\frac{1}{2}$	" "
" " 3, Common School, or Introductory to the National....	31 $\frac{1}{2}$	" "
" National, new revised edition.	49 $\frac{1}{2}$	J. S. & J. W. Burnton.
Partridge's Elementary.....	13 $\frac{1}{2}$	" "
Ray's, Part 1, Primary, revised edition.	6 $\frac{1}{2}$	D. Appleton & Co.
" " 2, Intellectual " "	13 $\frac{1}{2}$	" "
" " 3, Practical.....	24 $\frac{1}{2}$	Clark, Austin & Smith.
" Higher Arithmetic.....	45	Iverson & Phinney.
Reuck's Primary, revised edition....	13 $\frac{1}{2}$	A. S. Barnes & Burr.
" Practical.....	29	" "
Stoddard's Juvenile Mental.....	7	Iverson & Phinney.
" Intellectual	11	" "
" Practical.....	23 $\frac{1}{2}$	W. I. Pooley & Co.
Thompson's Mental.....	8 $\frac{1}{2}$	Iverson & Phinney.
" Analysis	14	" "
" Slate and Black-board Exercises.....	10 $\frac{1}{2}$	" "
" Practical.....	25	" "
" Higher	42	" "
Robinson's Primary.....	8	" "
" Intellectual.....	12	" "
" Practical.....	32	" "
ALGEBRA.		
Docharty's	52 $\frac{1}{2}$	J. S. & J. W. Burnton.
Ray's, Part 1.....	38	D. Appleton & Co.

NAMES OF BOOKS.	Per Single Copy.	REMARKS.
BOOKKEEPING.		
Fulton and Eastman's.....	\$0 40	W. I. Pooley & Co.
Palmer's Common School.....	38	Pratt, Oakley & Co.
Hanford and Payson's.....	48	Iverson & Phinney.
Smith and Martin's.....	42	A. S. Barnes & Burr.
BLANKS.		
Fulton and Eastman's, each.....	6½	W. I. Pooley & Co.
Palmer's, ".....	12	Pratt, Oakley & Co.
Smith and Martin's, per set.....	22	A. S. Barnes & Burr.
BOOKS ON COMPOSITION.		
Quackenboss' First Lessons.....	29½	W. I. Pooley & Co.
" Composition and Rhetoric.....	59½	J. S. & J. W. Burnton.
CHEMISTRY.		
Hyatt's.....	50	Clark, Austin & Smith.
Porter's 1st Book in Chemistry.....	35½	J. S. & J. W. Burnton.
Wells' New.....	63	Iverson & Phinney.
DICTIONARIES.		
Webster's Common School.....	32	Iverson & Phinney.
" Academic.....	66¾	J. S. & J. W. Burnton.
Worcester's Elementary.....	42	Iverson & Phinney.
" Comprehensive.....	60	Iverson & Phinney.
Jewett's Spier's French, 12mo.....	90	Mason Brothers.
Spier and Surrence's French 12mo..	1 00	J. S. & J. W. Burnton.
DRAWING CARDS.		
Abbott's, Nos. 1 to 8.....	21½	J. S. & J. W. Burnton.
Melville's, Nos. 1 to 5.....	70	F. Melville.
" 12 Studies.....	1 50	F. Melville.
" Slate Cards.....	25	F. Melville.
Shuster's, Nos. 1 to 48.....	85	Iverson & Phinney.
" Large Practical.....	85	Iverson & Phinney.
Otis' Landscapes. Nos. 1 to 6.....	1 13	D. Appleton & Co.
" Animals, Nos. 1 to 5.....	1 13	D. Appleton & Co.
Cornell's Cards for Study and Practice in Map Drawing.....	30	D. Appleton & Co.
Holbrook's First Lessons in Drawing	5½	J. S. & J. W. Burnton.

NAMES OF BOOKS.	Per Single Copy.	REMARKS.
ETYMOLOGY.		
Thomas'.....	\$0 28	D. Appleton & Co.
Lynd's		No bid.
GEOGRAPHIES.		
Cornell's First Steps.....	15	D. Appleton & Co.
" Primary, revised edition...	30	" "
" Intermediate.....	40	" "
" Grammar School.....	53 ⁷ / ₃₂	J. S. & J. W. Burnton,
" High School and Atlas....	1 08	D. Appleton & Co.
Colton's Introductory.....	28	Iverson & Phinney.
" Geographical.....	00	
" Modern School.....	42	Iverson & Phinney.
Monteith's First Lessons, No. 1.....	13	A. S. Barnes & Burr.
" Introduction, No. 2.....	25	" "
" Manual, New Ed., No. 3.	36	" "
McNally's No. 4, new edition.....	60	J. S. & J. W. Burnton.
Smith and Stout's Young Geographer	25	Iverson & Phinney.
Warren's Physical.....	70	W. I. Pooley & Co.
GEOMETRY.		
Davies' Elementary.....	53	A. S. Barnes & Burr.
" Legendre	86 00	" "
Docharty's Geometry.....	52 ¹ / ₂	J. S. & J. W. Burnton.
GRAMMAR.		
Brown's First Lines	11 ¹ / ₂	Mason Brothers.
" Revised.....	15	S. S. & W. Wood.
" Institutes.....	35	" "
" " Revised.....	35	" "
Bullions' Practical Lessons.....	12	Pratt, Oakley & Co.
" Principles.....	27	" "
" Analytical and Practical....	30	" "
Fasquelle's French Course.....	80	Iverson & Phinney.
" Juvenile French Course.	38	" "
Harkness' First Book in Latin.....	50	D. Appleton & Co.
" Second Book in Latin....	60	" "
Tower's Elementary.....	14	W. I. Pooley & Co.
W. H. Wells' Elementary.....	12	Iverson & Phinney.
" School Grammar revised.	21	" "
Weld and Quackenboss' New.....	34	" "
Andrews and Batchelor's Instructor..	84	D. Appleton & Co.

NAMES OF BOOKS	Per Single Copy.	REMARKS.
HISTORY.		
Davenport's U. S.....	\$0 16	J. S. & J. W. Burnton.
Goodrich's Child's U. S.....	21½	Hubbard & Burgess.
Lossing's Primary History U. States.	33	Mason Brothers.
" School History.....	56	"
Monteith's Child's United States.....	32	A. S. Barnes & Burr.
Scott's " ".....	15½	C. Shepard & Co.
Wilson's United States, New Edition.	53	Iverson & Phinney.
" Outlines, School Edition....	80	" "
Worcester's Elements.....	58½	W. I. Pooley & Co.
Quackenboss' United States.....	66½	D. Appleton & Co.
MAPS.		
Cornell's Outline Maps and Keys....	7 25	D. Appleton & Co.
" Extra Keys, each.....	25	" "
Johnson's Map of the United States....	.....	No bid.
Mitchell's Outline Maps and Keys...	10 00	C. Shepard & Co.
Wood's Historical Atlas.....	.....	No bid.
NATURAL SCIENCE.		
Tate's Philosophy.....	75	Iverson & Phinney.
Parker's Second Part.....	19	A. S. Barnes & Burr.
" Natural Philosophy.....	58	" "
Redfield's A. M. Zoological Science.	1 20	W. I. Pooley & Co.
Tate's First Lessons.....	40	Iverson & Phinney.
Wells' Natural Philosophy.....	63	" "
" Science of Common Things....	47	" "
Moore's Elements of Science.....	.....	.....
Quackenboss'.....	66½	D. Appleton & Co.
PHYSIOLOGY.		
Mrs. Cutter's.....	18½	J. S. & J. W. Burnton.
Cutter's First Book.....	30	Clark, Austin & Smith.
Comings'.....	60	D. Appleton & Co.
PRIMERS.		
McGuffey's, stiff covers.....	6	Clark, Austin & Smith.
Price's, dozen.....	71	David Price.

NAMES OF BOOKS.	Per Single Copy.	REMARKS.
PRIMERS—Continued.		
Sanders' Primary.....	\$0 04½	Iverson & Phinney.
" Pictorial.....	7	" "
Parker & Watson's	53½	A. S. Barnes & Burr.
Sargeant's Standard.....	9	W. I. Pooley & Co.
Oram's 1st Book.....	20	Daniel Fanshaw.
READERS.		
Hillard's Reader, 1st Class.	66	Leavitt & Allen.
" " 2d "	44	" "
" " 3d "	33	W. I. Pooley & Co.
" " 4th "	25	" "
" Primary Reader, 3d.....	22	Leavitt & Allen.
" " 2d.....	15	" "
" " 1st.....	11	W. I. Pooley & Co.
Lovell's New Reader, No. 1.....	10½	D. Appleton & Co.
" " " 2.....	18	" "
" " " 3.....	36½	W. I. Pooley & Co.
" " " 4.....	43½	" "
" " " 5.....	60	Clark, Austin & Smith.
McGuffey's Reader, No. 1.....	6½	D. Appleton & Co.
" " " 1 N. Series.....	6	Clark, Austin & Smith.
" " " 2.....	13	Iverson & Phinney.
" " " 2 N. Series.....	13	" "
" " " 3.....	20	D. Appleton & Co.
" " " 3 N. Series.....	18	Iverson & Phinney.
" " " 4.....	37	" "
" " " 4 N. Series.....	22	" "
" " " 5.....	41½	J. S. & J. W. Burton.
" " " 5 N. Series.....	37	Iverson & Phinney.
" " " 6 " ".....	41½	J. S. & J. W. Burton.
" " High School.....	60	Clark, Austin & Smith.
Mandeville's Reader, No. 1.....	7½	D. Appleton & Co.
" " " 2.....	10½	" "
" " " 3.....	20½	" "
" " " 4.....	30	" "
" " " 5.....	10½	" "
Parker & Watson's Reader, No. 1.....	13	A. S. Barnes & Burr.
" " " " 2.....	22	" "
" " " " 3.....	32	" "
" " " " 4.....	47	" "
" " " " 5.....	65	" "
Sanders' New Reader, No. 1, N. Edit.....	7	Iverson & Phinney.
" " " " 2, enlarged.....	16½	W. I. Pooley & Co.
" " " " 3, N. Edit.....	21	Iverson & Phinney.
" " " " 4, " ".....	35	" "

NAMES OF BOOKS.	Per Single Copy.	REMARKS.
READERS—Continued.		
Sanders' New Reader, No. 5, N. Edit.	\$0 42	Iverson & Phinney.
“ Young Ladies'	52	W. I. Pooley & Co.
“ High School	52	“ “
Sargeant's Standard, 1st, Revised....	15	“ “
“ “ 2d, “	20	“ “
“ “ 3d, “	30	“ “
“ “ 4th, “	41	“ “
“ “ 5th, “	50	“ “
Miss Leslie's Behavior Book.....	.67	D. Appleton & Co.
Gilbert & Praas' Writing Reader....	75	D. & J. McLelland. •
RHETORIC.		
Boyd's.....	35	J. S. & J. W. Burnton.
Cleveland's Compendium.....	1 17	W. I. Pooley & Co.
SPELLING.		
Egbert's Easy Lessons.....	41½	J. S. & J. W. Burnton.
“ Introduction to Spelling....	14½	“ “
“ “ “ with		
Supplement	16½	“ “
Price's Speller.....	7	A. S. Barnes & Burr.
Sanders' Primary.....	7	Iverson & Phinney.
“ New Speller and Definer....	8½	“ “
Smith's Little Speller	7	A. S. Barnes & Burr.
“ Juvenile Definer.	17	“ “
“ Grammar-School	21	“ “
Worcester's Pronouncing.....	16	Leavitt & Allen.
Oram's Pictorial Definer.....	33	D. Fanshaw.
SINGING BOOKS.		
Curtis' Little Singer,.....	26	A. S. Barnes & Burr.
Robin Red Breast	21	Iverson & Phinney.
Root's Academy Vocalist.....	39½	J. S. & J. W. Burnton.
Musical Bouquet.....	38	Iverson & Phinney.
Normal Singer.....	22	Mason Brothers.
Musical Casket.....	39½	J. S. & J. W. Burnton.
School Vocalist	44	A. S. Barnes & Burr.
SPELLING CARDS.		
Sanders' Hand Cards	18	Iverson & Phinney..
Webb's Primary “	75	Sheldon & Co.
Sargeant's “ “		No bid.

STATIONERY, &c.	Per Single Set, Dozen, Gross, &c.	REMARKS
TABLES.		
Baldwin's	\$0 05 $\frac{3}{4}$	Roe Lockwood & Son.
Price's Primary.....	5 $\frac{1}{4}$	Iverson & Phinney.
" Complete.....	7 $\frac{1}{4}$	J. S. & J. W. Burnton.
Partridge's	5 $\frac{7}{8}$	" "
Thompson's	6 $\frac{1}{4}$	Iverson & Phinney.
Underhill's	3 $\frac{1}{2}$	W. I. Pooley & Co.
STATIONERY.		
Black Ink, 1st quality.....per gal.	45	Willard Felt & Co.
Black Board Rubbers, sheep skin, 8x4, with handle	18	" "
Black Board Rubbers, cloth.....	12	" "
Bristol Board—3 Sheep Cap.....	50	" "
" " Demy.....	75	" "
" " Medium.....	1 00	" "
Blotting Paper, Medium folio, red, per ream.....	3 00	J. S. & J. W. Burnton.
Chalk Crayons, 1st quality, square per box.....	35	Willard Felt & Co.
Copy Books, plain, Cap, 4 to 4 $\frac{1}{2}$ sheets, per doz	32	" "
" Rightmeyer's N. Series.....	87	J. S. & J. W. Burnton.
" Payson, Dunton & Scrib- ner's.....	80	Mason Brothers.
" O'Donnell's.....	80	Iverson & Phinney.
" McLaurin's.....	95	Beatty & Stephenson.
" Beers'.....	90	J. S. & J. W. Burnton.
" Porter & Hammond's...	85	" "
Self-Instructing Writing Book.....	6 $\frac{1}{4}$	A. S. Barnes & Burr.
Certificates, Monthly, Pri'y } Specimens " Grammar } to be seen " Semi-annual, } at the De- pository.	65 1 25 2 00	Willard, Felt & Co. " " " "
Composition Books, 9 sheets, cap, 4to., $\frac{1}{2}$ bound.....	85	" "
Cobb's Cards, 1st series, alphabet.....		No bid.
" " 2d " "		"
Drawing Paper, Cap .....per quire	15	Willard Felt & Co.
" " Demy	25	" "
" " Medium....	35	" "
Drawing Books, blank, Cap, 4to., inter- leaved	60	" "
" " Demy, 4to., interl'd, 3 $\frac{1}{2}$ sheets.....	90	" "
" " Medium, 4to., interl'd, 3 $\frac{1}{2}$ sheets.....	1 20	" "
Dissected Letters	40	" "

STATIONERY.	Per Single Set, Dozen, Gross, &c.	REMARKS.
STATIONERY—Continued.		
Envelopes, brown, No. 5, Government laid, per M.....	\$1 18	J. S. & J. W. Burnton.
" white, No. 5, Government laid, per M.....	1 69	Bowne & Co.
" brown, No. 10 Doc't, per M	2 40	A. S. Barnes & Co.
" " " 12 " "	3 74	Bowne & Co.
Foolscap Paper, fine blue ruled, per r'm	1 45	"
" superfine, " " "	1 98	"
Fitch's Mapping Plates.....	19	A. S. Barnes & Burr.
Ink stands, Silliman's School size, Nos. 4, 5,.....	96	Willard Felt & Co.
Ink wells, metallic, with covers	1 00	" "
Ink, Black, quart bottles.....	20	" "
Letter Paper, fine blue, ruled, per ream	1 50	J. S. & J. W. Burnton.
" superfine, " "	2 25	Willard Felt & Co.
Lead Pencils, Faber's No. 1, octagon, genuine,.....	6 00	" "
" Faber's No. 2, octagon, genuine	6 00	" "
" Faber's No. 3, octagon, genuine	6 00	" "
" Faber's No. 4, octagon, genuine	6 00	" "
" Myer Phineas, octagon, 1 to 4.....	3 36	W. A. Wheeler.
Numerical Frames	57	"
Penholders, accommodation..per gross	40	Willard Felt & Co.
Pen Racks	11	" "
Sanders' Alphabet Cards, 1 to 6.....	18	Iverson & Phinney.
Slates, 6 by 9, iron bound.....	1 06	Willard Felt & Co.
" 7 by 11, "	1 25	" "
Slate Pencils, 6 inch.....per M	65	" "
Slates—other kinds.....	.....
Steel Pens, Gillott's, No. 303.....	69	Bowne & Co.
" " " 351.....	40	Willard Felt & Co.
" Phineas, " 7.....	40	" "
" " " 88.....	60	" "
" " " 101.....	80	" "
" " " 305.....	60	" "
" " " 338.....	45	Bowne & Co.
Washington Medallion, 1st quality, per gross..	60	Willard Felt & Co.
" " " L, and Ledger, per gross..	60	" "
Grammar School Pens, No. 303, per gross..	40	J. A. Hasbrouck.
" " " " 351, per gross..	30	"

STATIONERY, &c.	Per Single Set, Dozen, Gross, &c.	REMARKS.
STATIONERY—Continued.		
Steel Pens, Leman's Republican, per gross.....	\$0 20	Willard Felt & Co.
School Records, Nos. 1 to 25, inclusive. (Samples to be seen at the Depository)		
School Records, per Single Copy—		
No. 1	1 95	} Willard Felt & Co.
" 2.....	1 95	
" 3.....	40	
" 4.....	62	
" 5.....	62	
" 6.....	50	
" 7.....	20	
" 7.....	30	
" 7.....	62	
" 7.....	80	
" 8.....	25	
" 9.....	25	
" 10.....	65	
" 11.....	45	
" 12.....	27	
" 13.....	37	
" 14.....	37½	
" 15.....	37½	
" 16.....	37½	
" 17.....	20	
" 18.....	03	
" 19.....	25	
" 20.....	60	
" 21.....	01½	
" 22.....	70	
" 23.....	15	
" 24.....	2 00	
" 25.....	7½	
Sponge. ....per pound,	1 90	W. A. Wheeler
Thermometers, medium length.....	3 25	Willard Felt & Co.
Webb's Cards, Alphabet, 1 to 6, per set	75	" "
MISCELLANEOUS ARTICLES.		
Ash Kettles, medium size, galvanized iron.....	43 50	F. A. Whipps.
Basins, tin wash-hand.....	1 45	W. A. Wheeler.
Brushes, Pope's Head and handles, 12 feet	8 50	John Laden.
" Dust	3 00	H. R. Mount.
" Floor, long handles.....	9 75	"
" Scrubbing, long handles.....	2 50	W. A. Wheeler.

MISCELLANEOUS.	Per Single Set, Dozen, Gross, &c.	REMARKS.
MISCELLANEOUS ARTICLES.		
Brushes, Scrubbing, small.....	1 75	W. A. Wheeler.
White Metal Hand Bells, No. 1....	15	Willard Felt & Co.
“ “ “ “ “ 5....	40	“ “
“ “ “ “ “ 6....	50	“ “
Baskets, Sponge.....	85	“ “
“ Pencil.....	1 00	“ “
Brooms, No. 6, Shakers.....	2 75	“ “
Shovels, D handle, No. 2, good.....	8 45	W. A. Wheeler.
Ash Shovels.....	1 00	The J. L. Mott Iron Works.
Coal Scuttles, galvanized iron. (See samples at the Depository).....	13 80	The J. L. Mott Iron Works.
Demijohns, gallon.....	35	Willard Felt & Co.
“ half “.....	25	“ “
Hatchets, Claw.....	6 00	The J. L. Mott Iron Works.
Ink Fillers, copper.....	55	Willard Felt & Co.
Mats, Coir, large.....	74	“ “
“ “ small.....	85	“ “
“ Rope, large, 4x2 feet.....	1 25	“ “
Mops, handled.....	3 00	“ “
Pans, Dust.....	1 50	“ “
Pokers, large.....	2 00	The J. L. Mott Iron Works.
“ small.....	1 50	“ “ “
Pails—Cedar, brass bound, 3 bands..	7 50	John Laden.
“ Oak, iron “ “ ..	5 00	A. J. & H. E. Storms.
“ for sand, galvanized iron.....	9 00	F. A. Whipps.
Tin Cups, best quality.....	55	The J. L. Mott Iron Works.
“ Inkwell Carriers.....	50	Willard Felt & Co.





No. 17a.

DEPARTMENT OF PUBLIC INSTRUCTION.

STATE OF NEW-YORK.

BOARD OF EDUCATION,

CITY OF NEW-YORK, DECEMBER 28, 1859

MR. CUSHING presented the Annual Report of the Finance Committee, exhibiting the financial operations of the Board for the year 1859.

Ordered, That said Report be entered in full on the Journal and published as a Document.

THOMAS BOESÉ,
Clerk.

REPORT.

To the Board of Education :

The Finance Committee present the following Report, exhibiting the financial operations of the Board for the year 1859, and, in so doing, would congratulate the Board upon the favorable and gratifying condition of its monetary affairs :

The amount appropriated by the Board of Education of 1858, in excess of the School moneys of that year, was, according to a report of this Committee, submitted February 2, 1859 \$154,524 32
To this should have been added appropriation made December 15, 1858, for digging a well for Primary School No. 32, at Fort Washington, in the Twelfth Ward, but omitted in said Report. 300 00

\$154,824 32

The amount of available balance in Bank on the 31st day of December, 1858, was \$7,221 29 : which, together with checks No. 234 and 1644, drawn by the officers of the Board in 1857, and not issued, for \$94 26, appear as assets, and should, therefore, have been deducted from above amount..... 7,315 55

Leaving to be paid from the School moneys of 1859 for arrearages on the 31st Dec., 1858..... \$147,508 77
The School Fund for 1859 was..... 1,246,000 00

The amount available for School purposes in 1859 was.....\$1,098,491 28

The amount expended in 1859 is as follows :

For salaries of Teachers and Janitors of Ward and Primary Schools.....	\$617,128 91
For incidental expenses of Ward Schools.....	80,683 80
For support of Free Academy.....	50,112 04
For repairs of Free Academy.....	2,569 25
For support of Normal Schools.....	9,155 73
For repairs through the Shop.....	8,526 39
For support of Evening Schools.....	69,089 23
For supplies through the Depository.....	72,485 73
For rent of School premises.....	18,509 86
For salaries of Officers and Clerks of the Board of Education.....	25,167 63
For incidental expenses of Board of Education..	11,244 04
For apportionment to corporate Schools.....	29,009 00

The amount appropriated for special purposes, including the purchase of School sites, the erection of new School buildings, alteration of School buildings, new furniture, etc., is...	\$ 185,625 86	
Overpaid on appropriation for School site in Thirteenth Ward, made December 15, 1858, the amount appropriated being \$11,800 00. the amount paid being \$11,500 00.....	200 00	
Overdraft on appropriation of July 15, 1857, for pianos.....	98 00	
	<u>\$1,129,602 97</u>	<u>\$1,098,491 28</u>
Leaving a balance against the Board, on the 31st of December, 1859, of.....		81,111 74
	<u>\$1,129,602 97</u>	<u>\$1,129,602 97</u>

From the foregoing statement, it will appear that the amount of overdraft has been reduced during the present year from \$147,508 77 to \$31,111 74, or \$116,397 03.

It will also be seen that the expenses of the School system for the present year have been kept within the amount set apart for School purposes. The entire amount (exclusive of the \$147,508 77 appearing as a balance against the Board at the commencement of the year) expended and appropriated during the year 1859, exclusive, has been \$1,129,602 97, or \$116,397 03 less than the School moneys (1,246,000 00).

A comparison of the expenses of the years 1858 and 1859 exhibits, generally, a gratifying improvement :

	1858.		1859.
Salaries of Teachers and Janitors of Ward Schools.....	\$561,245 93	....	\$617,128 91
Incidental expenses of Ward Schools.....	88,709 64	....	80,688 80
Support of Free Academy.....	44,399 22	....	50,112 04
Repairs to Free Academy.....	1,814 00	....	2,569 25
Support of Normal Schools.....	11,290 22	....	9,155 73
Repairs through the Shop.....	9,984 02	....	8,526 39
Support of Evening Schools.....	66,113 41	....	69,089 23
Supplies through the Depository.....	97,316 50	....	72,485 73
Rent of School premises.....	10,900 56	....	18,509 86
Salaries of Officers and Clerks of the Board of Education.....	22,398 51	....	25,167 63
Incidental expenses of Board of Education....	14,928 47	....	11,244 04
Apportionment to corporate Schools.....	29,292 59	....	29,009 00
Special appropriations.....	196,565 40	....	135,625 86
	<u>\$1,154,958 47</u>		<u>\$1,129,806 97</u>

The Committee would direct especial attention to the fact that generally where this Board exercises control, there has been a marked reduction in the sums appropriated and disbursed, as compared with those of the previous year. Especially is this noticeable in the cost of supplies for the Depository, and in appropriations for special purposes. In this connection the Committee would refer to the beneficial results of the action of the Board requiring a report from some one of its standing committees upon every proposition to disburse any portion of the School moneys, to which timely and prudent step much of the improvement in our financial condition is, doubtless, attributable. The Committee believing it judicious to guard against an expenditure beyond the revenue of the year, they hope that the continued application of this rule will speedily relieve the Board from this hitherto acknowledged evil.

The incidental expenses of the Board having been reduced from \$14,923 47, in 1858, to \$11,244 04, in 1859, or about 25 per cent., the Committee take pleasure in referring to the fact, as an evidence of the care and economy of the Clerk of the Board, under whose direction this item of expense is mainly contracted.

Attached to, and forming part of this Report, are Schedules showing the balances of the various accounts as they appear in the books of the Board, and also the balances due on current and unexpended appropriations.

All of which is respectfully submitted.

JAMES CUSHING, JR.	}	<i>Finance Committee.</i>
WM. TUCKER,		
ROBERT O. GLOVER,		
DANIEL COGER,		
JAMES FAIRMAN,		

NEW-YORK, *December*, 1859.

SCHEDULES REFERRED TO IN, AND FORMING A PART OF THE FOREGOING REPORT.

Dr.	BALANCES OF VARIOUS ACCOUNTS.		Cr.		
Teachers and Janitors	\$37,128	91	Inc. Ex. Ward Schools.....	\$9,316	20
Support of Free Academy.....	2,112	04	Normal Schools.....	6,844	27
Repairs of " "	509	25	Shop.....	1,473	61
Rents.....	3,500	86	Evening Schools.....	910	77
Unexpended Appropriations.....	596	00	Depository Supplies.....	12,514	27
Current "	28,149	68	Salaries of Officers of the Board..	832	57
			Inc. Ex. Board of Education.....	1,755	96
			Corporate Schools.....	991	00
			Bal. in Bank, Jan. 1, 1859.....	7,315	55
			Bal. against Board.....	31,111	74
	\$72,065	74		\$72,065	74

Balances due on Unexpended Appropriations.

Heating W. S. 33.....	20th Ward...	\$150 00
Furnishing W. S. 52 (Tubby Hook)	12th "	331 00
Erecting P. S. 32 (Fort Washington)	12th "	325 00
Repairing W. S. 44.....	5th "	158 14
Repairing W. S. 40.....	18th "	909 56
Altering W. S. 38.....	8th "	152 40
Rebuilding W. S. 21 (including heating).....	14th "	27 00
Erecting W. S. 51 " "	22d "	1,835 00
Furnishing W. S. 51	22d "	250 00
Rebuilding P. S. 24.....	9th "	1,495 00
Rebuilding W. S. 10.....	15th "	26 56
Heating W. S. 48.....	20th "	100 00
Fitting up P. S. 33.....	5th "	\$35 20
Refurnishing P. S.	10th "	23 90
Rebuilding W. S. 14.....	21st "	21,378 00
Furnishing P. S. 5.....	11th "	30 00
Altering W. S. 30.....	14th "	2 00
Repairing W. S. 45.....	16th "	101 24
Fitting up Colored S. 5.....	5th "	48 95
Repairing W. S. 6.....	12th "	3 21
Well at Fort Washington.....	12th "	48 49
		<u>\$27,430 64</u>

Balances due on Current Appropriations.

Erecting new School-house in the.....	17th Ward.....	\$5,156 00
Erecting Colored School No. 1.....	14th "	1,548 00
Extra work, W. S. 51.....	22d "	6 00
Furniture, P. S. 33.....	5th "	73 88
Heating W. S. 10.....	15th "	4,000 00
Altering and repairing W. S. 17.....	22d "	3,232 80
Erecting P. S. 20.....	13th "	1,702 00
Heating W. S. 14.....	21st "	135 00
Repairing Colored S. 2.....	8th "	20 65
Ventilating W. S. 16.....	9th "	79 68
Heating W. S. 16.....	9th "	2,940 00
Repairing Colored S. 2 (fire).....	8th "	599 75

School Furniture, W. S. 40.....	18th Ward.....	\$300 00
Heating P. S. 20.....	18th "	2,000 00
Heating W. S. 19.....	17th "	1,887 00
Heating W. S. 17.....	22d "	1,169 00
Furniture, W. S. 17.....	22d "	4,882 00
		<hr/>
		\$28,741 76



No. 18.

DEPARTMENT OF PUBLIC INSTRUCTION,

STATE OF NEW-YORK.

BOARD OF EDUCATION,

CITY OF NEW-YORK, DECEMBER 28, 1859.

MR. EAGER presented a Report from the Executive Committee on Normal Schools, showing the attendance and Grade of the Pupils of said Schools, from September 1st to December 31st, 1859.

Ordered, *That said Report be laid on the table and printed.*

THOMAS BOESE,

Clerk.





REPORT OF THE NORMAL SCHOOLS,

Showing the Attendance and Grade of each Pupil, from Sept. 1, to Dec. 31, 1869.

LEONARD HAZELTINE, PRINCIPAL.

No. 1 signifies the Highest Grade ; 5 the Lowest.

FEMALE NORMAL SCHOOL CLASS A.—FIRST DIVISION.

PUPILS' NAMES	Present.	Absent.	Excused.	Late.	GRADE IN				
					Geometry.	Philosophy.	Grammar.	Rhetoric.	Composition.
P. 17 Ackerman, Phebe A.	7	6		2	4	3	3		
Adler, Sophia	6	6			2	3	2	2	
W 21 Burrell, Frances J.	14	1			1	1	2	1	1
" 46 Coley, Sarah E.	8	7		1	2	2	2	1	2
" 36 Chasmer, Louisa	3	12		1	0				
Colman, Margaret	12	3			1	3	1	1	3
W. 15 Cooke, Julia A.	7	6							
" 42 Dunn, Sarah E. S.	10	5		6	4	2	2	3	
P. 7 DeGraw, Mary F.	0	16							
W. 4 DeLong, Harriet F.	13	2		1	1	1	2	2	3
" 49 Elwell, Emily B.	13	2		1	3	2	3	2	1
Edmonds, Emma L.	14	1		2	1	1	1	1	3
W 33 Edmonds, Eva C.	15	0		2	1	1	1	1	3
P. 6 Fink, Henrietta	3	12		1					
W 50 Fisher, Anna C.	6	6							
" 3 George, Sarah M.	9	6			4	4	2		
" 14 Goodnow, Harriet S.	2	13							
P. 23 Goodenough, Eliza R.	3	12		1					
Haynes, Marianna	8	0			1	1	2	1	1
P 28 Huer, Caroline	1	14							
W 33 Hard, Caroline A.	13	2			1	1	1	1	1
" 37 Hitchcock, Emily	0	16							
" 41 Harriott, Mary E.	6	9			2	2	1	2	
" 22 Hardy, Adelaide	9	6		4	2	2	2	1	
Jagger, Catharine.	6	0		1	1	1	1	1	
W 28 Johnson, Mildred	6	9			2	2	2	1	
" 33 Jackson, Sarah E.	6	9			2	1	2	2	3
" 17 Kyle, Louisa	15	0			1	1	2	1	1
" 26 Keane, Mary C.	1	14							
" 49 Ladd, Mary	1	14							
" 35 Lee, Eliza J.	3	12							
Lee, Jennie	9	1			2	2	2	1	3
P. 10 Maher, Eliza	7	8			2	2	2	3	
W 34 Maybaw, Sarah M.	10	5			1	2	2	1	3
" 1 Murphy, Joanna M.	13	2			3	2	1	3	
" 17 McCartney, Agnes	0	15							
" 15 Murray, Anna	11	4			3	1	3	1	
" 22 Murray, Louise	14	1			2	1	2	1	
P 17 Orrell, Louisa J.	12	3			2	2	2	2	
Private O'Brien, Theresa.	8	0			1	1	1	1	1
W 31 Peck, Emily J.	8	7		2	2		2	2	
" 6 Payne, Sarah L.	14	1			4	2	2	1	
" 28 Scarlett, Julia M.	3	12							
" 42 Sproull, Emeline	0	15							
" 40 Smith, Martha A.	12	3			2	2	2	1	1
" 13 Smith, Catharine L.	12	3			2	3	2	2	2
P 24 Swensen, Eliza J.	13	2		6	3	1	2	2	
W 13 Sill, Hannah A.	15	0			1	2	1	1	1
Scott, Mary C.	3	0							
W 45 Traphagen, Ellen D.	1	14							
" 39 Vermilya, Charlotte A.	12	3		4	2	1	2	1	1
" 40 White, Jane	9	7		2	3	2	2	2	2
" 18 Walsh, Margaret H.	11	4		4	3	2	2	3	
" 31 Whelan, Mary C.	9	5			1	1	1	1	3
" 49 Wilson, Elizabeth D.	8	7			1	3	3	1	
" 21 Welch, Margaret	10	0			2	1	2	1	

CLASS A.—SECOND DIVISION.

PUPILS' NAMES	Present.	Absent.	Excused.	Late.	GRADE IN				
					Geometry.	Philosophy.	Grammar.	Rhetoric.	Composition.
W. 39 Allen, Almira S.	13	2	2		2	1	2	2	3
" 29 Armstrong, B. S.	14	1		2	2	2	2	2	3
" 22 Beilby, Eliza B.	10	5		1	2	3	2	2	3
" 4 Bertine, Sarah C.	10	5		1	2	4	2	3	3
" 45 Bishop, Mary E.	7	8		2		4	2	3	3
" 1 Bergman, Mary A.	15	0			2	1	1	1	1
" 48 Botts, Catharine M.	14	1		1	1	2	1	2	1
P. 22 Cornell, Emily E.	10	5		2	2	1	2	2	3
W. 49 Clark, Marianna	13	2		2	3	3	1		
P. 13 Carpenter, Sarah C.	15	0		1	1	1	2	1	1
" 13 Combs, Maria E.	13	2		2	2	1	2	1	1
" D'Orsay, Florence	7	1			2	1	3	2	1
W. 13 Danie, Matilda	4	1			2			3	1
" 31 Dealing, Charity	2	13							
P. 20 DeLong, Juliette B.	8	7		4		4	2	3	3
" 28 Dana, Agnes	6	9		4	2	3	3	3	3
" 10 Emerson, Annie B.	5	10		1					
" 34 Fairchild, Mary J.	14	1		1	3	2	3	2	3
" 33 Fair, Alice	14	1		2	3	4	3	2	1
W. 28 Gillan, Barbara	10	5		3	3	2	2	2	3
" 4 Hunter, Elizabeth J.	10	5		2	2	2	2	2	3
" 17 Hoffman, Annie M.	15	0			2	1	2	1	1
" 29 Hassard, Catharine M.	8	7		2	2	2	3	2	1
P. 18 Holden, Annie M.	7	8		1		3	3	2	3
" 9 Hoogland, Matilda	11	4			2	3	3	3	3
" 33 Hope, Josephine	13	2			2	1	3	3	2
W. 33 Krcemer, Sarah	11	4		3	1	3	3	3	3
P. 19 Lewis, Mary E.	10	5		2	2	1	3	3	3
W. 31 Lennox, Susanna	14	1		1	2	1	1	1	1
" 14 Lapham, Chloe	11	4		1	2	1	3	1	1
" 32 McGowan, Jeannette	11	2		4	1	2	2	2	3
" 21 McConnellogue, Susan	15	0		2	1	1	1	2	3
P. 6 McHugh, Kate	14	1		1	2	1	3	3	3
W. 1 McLoughlin, Elizabeth	11	4		4	3	2	2	2	3
P. 13 McKee, Mary E.	4	11							
W. 31 Norman, Josephine	14	1		1	1	2	1	3	3
" 34 Orr, Josephine	14	1		2	3	1	1	1	1
P. 5 Ryno, Sarah	7	8		3	3	4	2	3	3
W. 51 Root, Mary A.	4	11		2	3	4		3	3
" 30 Smith, Margaret A.	8	7			1		2		
" 32 Underhill, Mary E.	10	5		4	3	3	2	3	3
" Wood, Emma C.	12	3			3	4	2	3	3
" 49 Wilson, Catharine	13	2		2	1		1	2	2
W. 28 Wilson, Sarah	3	12							

CLASS A.—THIRD DIVISION.

PUPILS' NAMES	Present.	Absent.	Excused.	Late.	GRADE IN				
					Geometry.	N. Philosophy.	Grammar.	Rhetoric.	Composition.
W. 31 Ankers, Mary ...	8	7		2	2	1	1	2	3
P. 7 Anderson, Mary J	10	3			1	1	1	1	1
W. 16 Blake, Elizabeth	14	1			1	1	1	2	1
" 13 Bilderssee, Louisa	12	3			2	1	2	2	1
" 8 Baird, Evelina	9	6		1	1	2	2	2	1
" 4 Bruen, Jane E.	9	0		1	1	1	2	2	3
P. 30 Canty, Anne M. G.	15	0		1	2	1	2	2	1
W. 36 Chapin, Elizabeth..	14	1			1	1	1	1	1
" 41 Cole, Louisa S.	13	2			2	1	2	2	1
" 3 Cavanagh, Emma	14	1			2	1	2	2	1
" 11 Conklin, Phebe A	6	0		2					
" 41 Connolly, Mary A	14	1			2	1	1	2	1
" 51 Carey, Amelia	13	2			1	1	1	2	1
" 14 Colston, Mary A	8	7				3	3	3	4
W. 30 Doyle, Margaret	8	7							
" 18 Drew, Ellen	10	5		4	2	1	2	3	4
" 8 Felt, Margaret	10	6		3	2	1	3	3	3
P. 30 Gildersleeve, Mary	13	2		1	3	1	2	1	1
W. 41 Golder, Emily	13	2		1	3	1	2	2	1
" 51 Grady, Annie E.	8	7		2	2	2	2	2	4
" 19 Hunt, Mary A. G.	13	2		3	3	2	2	1	1
" 11 Howe, Harriet H	11	4		2	3	3			
" 13 Hickok, Mary	10	6		2	2	4	2	1	1
" 9 Hanaway, Emily	15	0			2	1	2	1	1
" 3 Hill, Jane M.	14	1		1	2	2	2	2	1
" 33 Hutchings, Jane	13	2		1	2	1	1	2	1
" 32 Jackson, Emily B	9	6		1	3	1	2	2	3
" 32 Mahon, Catharine	14	1			3	1	2	2	1
" 29 Morrison, Fanny	10	4			2	2	2	2	4
" 23 McDermott, Mary J.	15	0			4	1	2	1	1
" 1 McEntee, Mary E.	9	6		1	3	1	2	2	4
" 42 McGuire, Anna E.	11	4		1	3	2	2	2	1
P. 7 McIndoe, Jane B.	15	0		2	3	1	1	1	1
W. 3 McIndoe, Helen C.	14	1		2	3	1	2	1	1
P. 2 McInroy, Jane T.	15	0		1	4	3	3	3	4
W. 28 McKenna, Mary F	1	14							
" 13 Noe, Esther E.	11	4			1	2	2	2	1
P. 20 Northrip, Mary E.	14	1		1	2	3	2	3	4
W. 20 Ochs, Laura	2	13							
" 10 Peake, Harriet	14	1				1	1	1	3
P. 23 Pierson, Juliet	13	2		2		1			1
W. 11 Ritchie, Kate F	13	3		1	3	3	2	3	4
" 40 Smith, Mary E.	11	4		2	2	2	2	2	2
Scudder, Annie	14	1			2	2	2	3	1
W. 3 Scudder, Elizabeth B.	16	0		2	1	2	2	2	1
P. 7 Sleight, Elizabeth	9	6			3	3	2	2	4
O. H. Tinkham, Harriet	10	5		1	1	2	1		
W. 19 Tompkins, Mary	11	4				2	3		1
" 47 Turnbull, Agnes	11	4							
" 19 Wicks, Emma V.	12	3		3		1	1	1	1

CLASS A.—FOURTH DIVISION.

PUPILS' NAMES.		Present.	Absent.	Excused.	Late.	GRADE IN				
						Geometry.	Philosophy.	Grammar.	Rhetoric.	Composition.
W. 48	Agar, Laura E.	12	3		5	2	1	2	2	2
	Adair, Jane	9	6		2	1	1	3	2	
W. 42	Austin, Martha	4	11							
" 19	Buckbee, Catharine A.	4	11							
" 49	Bucklew, Deziah	15	0			1	1	1	1	1
P. 7	Birdsall, Phoebe A.	8	7			2	2	2	1	
" 24	Brown, Emily	11	4		3	2	2	2	2	1
W. 24	Barrett, Antoinette	12	3		1	1	1	2	1	1
" 36	Bunce, Anna M.	6	9							
P. 24	Bucklin, Mary E.	15	0		1	2	2	2	2	
W. 15	Connolly, Jane	2	13			1	1	2	1	2
" 50	Crouchly, Sarah E.	5	10			1	2	2	2	2
W. 18	Chrystie, Mary J.	0	15							
" 51	Craft, Cornelia	4	11			2		2	2	3
	Connolly, Winifred	12	3			2	1	1	2	
	Carroll, Jane	14	1		1					
	Collyer, Julia	9	6							
W. 33	Dixon, Dorothea	9	6			3	3	2	1	2
" 45	Ewart, Mary H.	4	11							
" 51	Egbert, Henrietta	10	5				3	3	2	
" 35	Field, Isabella	9	6				5	3	2	
" 16	Finnegan, Ellen	14	1		1	1	1	1	2	2
" 41	French, Anna A.	11	4		1	2	3	2	3	2
" 25	Gurnes, Mary F.	4	11							
" 33	Gaddis, Sarah A.	7	8							
P. 29	Garthwaite, Jane A.	5	10							
	Gaunt, Mary A.	13	0			3	1	1	2	2
W. 42	Hill, Emma	10	5			3	4	2	2	
	Howland, Elizabeth A.	15	0			1	1	1	2	1
W. 36	Jackman, Eliza M.	8	7			3	2	3	2	
" 36	Jones, Jane E.	9	6			3	2	2	2	3
" 20	Lawrence, Margaret	5	10							
" 13	LePett, Sarah F.	4	11							
" 31	Lowes, Annie	13	2			2	2	1	3	1
" 4	Lenha, Mary A.	12	3		2	2	2	2	2	
" 16	Linebeck, Amelia	9	6			1	2	3	1	
" 3	Lent, Elma	15	0			3	1	1	1	2
P. 21	Morris, Anna E.	5	10							
W. 17	Moore, Deha W.	8	7		3	2	4	2	2	2
P. 20	McDermott, Eleanor	13	2		5	1	2	2	1	3
	McHugh, Elizabeth	11	4			2	2	3	3	1
P. 27	McKusker, Mary V.	14	1			1	1	1	1	2
" 30	Muldoon, Mary A.	14	1		2	3	1	2	2	3
" 1	Moriarty, Catharine T.	6	9		1					
" 13	Patterson, Margaret	6	9							
" 21	Requa, Fanny L.	11	4			3	2	2	1	2
" 25	Renville, Mary E.	4	11							
	Russell, Martha	12	3							
	Seaman, Mary V.	7	8		1			3	3	
	Saltonstall, Harriet B.	12	3			1	1	1	1	1
P. 11	Tatht, Jane A.	8	7			4	3	3	3	
W. 44	Tappan, Harriet E.	14	1		4	3	1	2	1	
	Taylor, Mary A.	8	7				2	2	1	
P. 27	Uphike, Maria J.	10	5			3	1	2	1	
W. 45	Van Aken, Georgiana	15	0			1	1	3	1	1
" 44	Vreeland, Emma	12	3				3	1	2	3
	Walsh, Ellen C.	15	0			3	1	2	2	
P. 18	Williams, Isabella	11	4		4	1	1	2	1	2
" 25	West, Susanna P.	8	7			2	3	0		3
W. 33	Walker, Josephine	13	2			2	1	2	1	1

CLASS B.—FIRST DIVISION.

PUPILS' NAMES		Present.	Absent	Excused	Late	GRADE IN				
						Arithmetic	Algebra	Geometry	Grammar.	Composition.
W	3 Adea, Josephine	12	3		3	1	1	2	4	1
	Ackerman, Maria	10	5			1	3	3	2	4
W	29 Butts, Amy B.	11	4		4	1	2	1	1	3
P	29 Cole, Sarah A.	13	2		2	1	1	1	1	1
W	20 Cornell, Florida	12	3			1	1	1	1	1
"	17 Connor, Anna M.	15	0			1	1	1	2	1
P	1 Clark, Kate	12	3			1	2	4		
W	47 Canfield, Ada	15	0			1	1	4	1	1
"	13 Dunbar, Mary A.	8	7							
"	15 Doyle Susan	11	4			2	2	2	2	
"	17 Daly, Maria T.	11	4			2	2	2	2	4
"	17 Elliott, Hollen	12	3			1	1	1	1	1
	Epps, Mary	14	1		1	1		1	1	
W	5 Gormley, Jane A.	13	2		1	1	1	2	1	4
"	31 Glazier, Sarah J.	9	6		1	2	2		2	3
"	16 Harriott, Georgianna	15	0		1	1	1	1	1	1
P	8 Hunter, Sophia D.	13	2			1	1	1	1	1
"	23 Hickok, Rachel	12	3			2	1	3	4	3
W	28 Harkness, June	15	0			1	1	2	1	1
P	22 Jones, Lizzie	10	5		1	1	2		1	4
W	31 Jones, Catharine G.	11	4		1	1	1	1	1	1
P	25 Jolic, Jeanette	15	0			1	1	1	1	1
W	38 Kohler, Rebecca J.	9	6			2	1	3		
"	28 Kolb, Sam M.	9	6			2	3	3	4	3
P	7 Lockwood, Anna R.	12	3			1	1	1	1	1
"	2 Mugure, Ellen	8	7			2	2			
W	34 Moore, Mary E.	13	2			1	1	1	1	1
"	30 McGill, Mary E.	15	0		2	1	1	1	1	1
	McLean, Ellen	14	1		1	1	1	1	2	1
W	47 McMann, Emma	11	4			1	2	3	2	1
"	28 O'Brien, Kate E.	15	0			1	1	1	1	1
"	O'Donnell, Mary L.	11	3			1	2	1	1	1
P	19 Pierce, Mary F.	0	15							
	Petrie, Selenda M.	13	2			1	1	1	2	1
W	47 Requa, Kate	14	1			1	1	1	1	1
P	28 Reynolds, Anna M.	15	0		1	1	1	1	1	3
W	23 Roan, Mary A.	14	1			1	1	1	2	1
"	39 Simpson, Angelina	13	2		1	1	1	3	2	1
"	31 Simpkins, Sarah E.	15	0			1	1	3	1	1
P	23 Smith, Mary	16	0		1	1	1	1	1	1
"	15 Spilker, Josephine M.	14	1			1	1	1	3	1
W	7 Topping, Mary E.	15	0			1	1	1	1	1
"	48 Turrell, Chloe M.	4	11							
"	32 Vanino, Henrietta	14	1		1	1	1	1	1	1
"	30 Van Riper, Anne M.	10	5		1	1	2	4	2	
"	3 Wilson, Caroline C.	10	5		1	2	2	4	1	
"	61 Walker, Margaret C.	12	3			1	1	2	1	1
"	20 Webb, Bertha	15	0		1	1	1	1	1	1
"	Wills, Mary E.	25	0			1	1	2	1	1
W	3 Waller, Mary E.	9	0						1	3

CLASS B.—SECOND DIVISION.

PUPILS' NAMES.	Present.	Absent.	Excused.	Late.	GRADE IV				
					Arithmetic.	Algebra.	Geometry.	Grammar.	Composition.
W 47 Adams, Jane R	15	0		1	1	1	1	1	4
" 4 Bertine, Mary A	9	6		1	3	3	3	5	
" 48 Beer, Elizabeth	14	1			1	1	1	2	1
Connolly, Catharine	0	15							
W. 3 Chisholm, Mary	14	1			1	1	1	1	3
P. 5 Crummy, Sarah E.	15	0		4	2	2	3	5	
W 28 Dickinson, Isabella C	15				1	1	3	2	1
" 18 Foshour, Bridget F	15	0			1	1	1	2	3
P 15 Finley, Georgiana R	14	1			1	1	1	2	1
" 26 Fick, Mary	2	13							
W. 26 Fitzgerald, Letitia	13	2			1	1	3	1	3
" 40 Graham, Eliza	7	8		1					
P 5 Garvie, Caroline A	12	3			1	1	2	3	1
W. 25 Goodwin, Anna	14	1		1	1	1	1	1	3
" 47 Gowdey, Emma	9	0			1	1	1	2	1
" 7 Hopper, Lavinia	7	0							
" 34 Keeler, Harriet	11	4			2	2	1	1	
" 8 Kane, Catharine	9	6			1	2	3	1	
" 29 Kenney, Mary A. J.	14	1			1	1	1	2	1
" 34 Laton, Phebe L.	7	8			1	2	1	1	
P 5 Little, Sophia E	10	5		2	1	1	4	1	4
" 2 Lawlor, Mary	11	4		2	1	1	4	3	
" 14 Moore, Sarah L.	10	5			1	1	2	1	1
W. 15 McCaffery, Margaret F	11	4		1	1	1	2	1	
" 21 Magraw, Henrietta	14	1			1	1	1	4	1
" 8 Nash, Mary A	12	3	1	1	1	1	2	1	
" 13 Noe, Caroline E.	7	8			2	2	5	1	3
" 21 O'Connor, Mary	12	3			1	1	1	1	3
P 17 Odell, Susan	8	7		1	2	2	4	4	
W 34 Reeves, Sarah A	6	9							
P. 1 Stevens, Mary V.	15	0		6	1	1	2	1	
W 42 Stuyvesant, Josephine V	14	1			1	1	1	2	1
" 5 Scatliff, Emma J	12	3			1	1	1	1	1
Scatliff, Annie	14	1			1	1	1	1	1
W 33 Thompson, Maria J	5	10		1	1	3		1	4
" 7 Trembly, Mary E.	0	15							
" 16 Thorp, Melissa	14	1		1	1	1	1	2	3
P 11 Vesey, Matilda	13	2		2	1	1	3	1	3
W 11 Vandervoort, Mary F	11	4		1	1	1	4	2	
P 19 Webb, Ella	10	5			1	1			
" 36 Webb, Abbie G.	14	1			1	1	3	1	
" 24 Wixon, Anastasia H	12	3			1	1	2	1	1
" 15 Wartz, Jane E.	12	3			1	1	3	2	4
W 21 Willoughby, Mary J	14	1			1	1	4	2	4
" 34 Wharum, Emily T.	15	0		1	1	1	1	1	1
P 27 Young, Sarah	13	2			1	1	1	3	

CLASS E.—THIRD DIVISION.

PUPILS' NAMES.	Present.	Absent.	Excused.	Late.	GRADE IN				
					Arithmetic.	Algebra.	Geometry.	Grammar.	Composition.
W 43 Adams, Sarah A	12	3			1	1	4	3	
P. 5 Alexander, Jane A	13	2		4	1	1	1	3	
" 29 Anderson, Eliza A	8	7		2	1	1	3	2	
" 1 Brown, Adelaide	11	4			2	2	2	2	
W 8 Brown, Susan R.	10	5			2	1	3	5	3
" 8 Breen, Margaret J.	14	1			1	1	1	1	1
P. 27 Beatty, Eliza J	6	9							
W 12 Clark, Sarah G.	12	3			2	1	4	2	3
" 37 Cox, Christina W	13	3			1	1	1	1	1
" 18 Corson, Tabitha D.	9	0		2	2	3	4	6	
" 30 Collins, Hannah T.	11	4			2	2	3	1	
" 8 Dugan, Georgianna	14	1		1	2	1	1	2	2
" 12 Douglass, Caroline	11	4			1	3	2		
Doyle, Elizabeth T.	13	2			1	1	1	2	2
W 42 Daga, Maria	13	3		2	1	1	2	4	1
" 44 Francis, Annie M.	7	8			1	1	2	2	
" 20 Felter, Lucretia	1	14		1					
" 42 Gasaner, Almira	6	7		2			4	2	1
" 6 Green, Mary A	11	4		1	1	1	4	2	
" 28 Graham, Victoria M.	11	4		2	1	1	2	1	
" 33 Gordon, Sarah M	12	3		7	1	1	1	1	1
P. 33 Gahagan, Irene P.	5	10							
W. 20 Hutchings, Jane A.	13	2		1	1	1	2	2	1
" 9 Hanaway, Amelia W	14	1			1	1	2	2	1
" 15 Hall, Sarah C	9	6			1	1	2	3	3
" 32 Hiltman, Rebecca C	10	5			1	1	1	2	
P. 1 Harrison, Bridget M	12	3			2	1	2	3	
" 32 Lennon, Henrietta	12	3			1	2	3		1
W 39 Lockwood, Mary V	11	4			2	1	3	2	3
" 7 Lawrence, Mary C	11	4			1	1	1	2	1
P. 27 Miller, Frederica C.	8	7			1	1	2	3	
" 27 Mott, Nancy.	10	5		1	1	1	3	2	
" 6 Mitchell, Annie	7	9							
" 2 Mulrooney, Catharine H. M.	9	6			2	2	3	3	
W 1 McCallum, Emily E.	14	1		2	3	3	3	3	
May, Lizzie	8	7							
W. 1 O'Brien, Mary A.	12	3			1	1	1	2	1
" 27 O'Connell, Elizabeth A	15	0		6	1	1	4	2	1
" 21 O'Donnell, Elizabeth	8	7		1	2	2	4		
" 11 Stratton, Hannah V	8	7				2	4	4	
" 46 Swartz, Eugenia	13	2			1	1	4	2	1
" 32 Smith, Elizabeth	11	4		1	1	1	1	1	1
" 19 Smith, Annie E.	11	4			1	1	2	2	
" 45 Sutton, Adeline V	0	0							
" 23 Sheren, Mary	14	1		2	1	1	2	4	1
P. 1 Taylor, Mary J.	13	3		4	1	1	1	2	3
W 33 Thompson, Mary T.	9	6			1	2	3	2	
P. 1 Van Cott, Isabella V	10	5		2	1	3	3		
" 1 Vandewater, Mary A.	14	1			1	1	4	4	1
" 24 Wandel, Elizabeth S	4	11							
W 48 Walker, Jemima	10	5		1	2	2		3	
" 15 Young, Euphemia	15	0		7	1	1	1	1	

CLASS B.—FOURTH DIVISION

POPULS' NAMES		Present.	Absent.	Excused.	Late.	GRADE IN				
						Arithmetic.	Algebra.	Geometry.	Grammar.	Composition.
W	2	Atchison, Euphemia	4	11						
P	34	Butler, Mary E.	9	6						
W	39	Byrnes, Ellen L.	13	2		1	1			
P	20	Bergen, Margaretta	4	11						
W	31	Cook, Sophia	0	15						
"	29	Cohen, Sarah	7	8		1	3	1		
"	53	Connor, Feliciana	13	2		1	1	1	3	1
"	5	Dalton, Eliza A.	0	15						
"	3	Davis, Mary J.	12	3		1	1	2	1	1
"	38	Dodge, Maria J.	12	3		1	1	3	1	
"	44	Dorman, Fanny	14	1	1	1	1	1	2	3
P	7	Emmons, Joanna	11	4	2		2	2	2	
W	41	Ellison, Adaline	15	0	6	1	2		1	
"	34	Flack, Lucretia V.	2	13	1					
"	16	Fairfield, Emma E.	0	15						
"	44	Franklin, Annie M.	12	3	3	1	1	1	2	
"	21	Gibbons, Mary F.	14	1		1	1	1	1	1
P	12	Gilbert, Agnes E.	6	9	2	3	3			
W	14	Goodenough, Emma J.	12	3		1	1	1	2	
"	7	Hamlin, Martha	15	0	1	1	1	1	1	1
"	31	Hannah, Mary A.	14	1	1	1	1	3	1	1
P	1	Hook, Emma L.	7	8						
W	38	Lobbell, Julia	14	1		1	1		1	1
"	48	Leach, Rebecca	8	7	2	1	2	1	2	
"	34	Moore, Mary A.	13	2		1	1	1	1	
"	42	Miller, Mary E.	10	6		2	3	4	1	3
"	24	McCormick, Elizabeth C.	13	2		1	3	2	2	
"	7	McCormick, Mary E.	8	7		2	3	2		
"	11	McFarlane, Mary J.	13	2		1	1	1	2	
P	1	McKeachnie, Elizabeth A.	15	0		1	1	1		
W	16	Miller, Emma	14	1		1	1	1	1	
P	11	Palmer, Clementine	12	3		1	1	1		3
W	12	Peters, Louisa J.	10	5		1	1	1	1	3
"	22	Quick, Sarah L.	10	5		2	2	2	3	1
P	13	Royce, Annie	0	15						
"	18	Radan, Kate A.	8	7	3	1	1	1	2	1
"	2	Riley, Margaret	10	5		2	3	3	1	
W	15	Rowe, Mary A.	0	15						
"	2	Romer, Maria L.	0	15						
"	16	Sleight, Elizabeth	0	15						
"	15	Secord, Urania D.	0	15						
"	38	Sandford, Jane A.	6	9		3	3	1	1	
"	40	Sherman, Anna	0	15						
"	43	Swartz, Augusta	5	10						
"	24	Sweetly Honora	15	0		1	1	1	2	3
"	13	Tross, Kate	8	7		3	4	3		3
"	32	Vanderpool, Rachel L.	0	15						
"	47	Way, Lucy G.	8	7						
P	26	Weir, Emma	0	15						
W	29	Wentworth, Helen M.	6	1		1		1		
"	2	Whitehart, Mary	13	2		1	1	2	1	

CLASS C.—FIRST DIVISION.

PUPILS' NAMES.	Present.	Absent.	Excused.	Late.	GRADE IN				
					Arithmetic.	Algebra.	Grammar.	History.	Composition.
W. 10 Bliven, Marina A ..	9	8		1	2	1	4	1	
" 10 Bliven, Annie A. .	11	4			2	1	4	1	
P. 11 Benacil, Margaret E. .	15	0			1	1	2	1	1
W. 28 Baurana, Alice ..	12	3			3	2	4	3	1
Baker, Annie ..	10	6			1	2	2	1	1
Borrows, Mary ..	12	3			2	5	3	3	
W. 36 Benthel, Margaretta ..	15	0			1	1	1		
" 20 Charlock, Charlotte ..	10	5		1	2	2	3	1	3
" 20 Clark, Emily M ..	4	11			6	6		3	
" 18 Crowley, Julia L. .	9	6		1	1	2	4	3	
Cotter, Henrietta ..	6	9			5	2	2	4	
P. 3 Donahue, Alice L. .	5	10			6	6	2	3	
Ely, Phebe M. .	7	8		3	3	5	1	2	
W. 27 Evans, Kate A ..	11	4		4	1	1	2	2	2
" 10 Faulds, Sarah I. .	11	4		1	3	3	3	2	2
" 25 Fairgrieve, Mary E. .	11	4			1	1	1	1	2
" 20 Griffiths, Sarah J ..	7	8			5	5		4	
" 15 Gillis, Annie E ..	11	4		3	4	2	3	4	
P. 22 Gannon, Margaret ..	8	7			3	5	3	4	3
" 5 Giberson, Sarah F ..	6	9		1	3	4	3	3	3
W. 6 Garrett, Matilda ..	11	4		1	1	1	1	1	2
" 12 Harris, Sarah L. .	7	8		2	3	2		3	
" 20 Hamilton, Mary A. F. .	13	2			2	2	3	3	
" 19 Hepburn, Mary C. .	12	3			1	1	2	1	1
P. 9 Hough, Stella ..	10	5			3	3	2	4	
W. 13 Haddon, Agnes ..	11	4			2	1	3	2	3
" 22 Howe, Cornelia ..	11	6			1	3	3	4	1
" 26 Hussey, Eliza ..	10	6			1	1	2	1	2
P. 12 Johnson, Gertrude S ..	3	12							
W. 30 Jessup, Emma ..	6	9		1					
" 13 Kirk, Frances C ..	11	4			2	1	4	2	
" 31 Ketchum, Mary S ..	9	6			4	4	4	3	
" 39 Lynch, Frances C ..	10	5			3	3	3	3	3
" 42 Loas, Pauline L. .	11	4			3	1	3	1	3
P. 3 Murray, Rose A. .	11	4			3	1	2	2	2
W. 11 McDonough, Elizabeth ..	13	2			1	1	2	1	1
" 6 McMartin, Mary ..	11	4		1	1	1	1	1	1
Mission, Olsen, Emma ..	11	4		1	1	1	2	1	2
P. 28 Purdy, Lavinia ..	9	6		2	3	3	3	2	
" 32 Pethick, Julia J. .	9	6		1	4	3	3	2	3
W. 12 Smith, Margaret V. .	15	0			1	1		2	2
" 12 Smith, Olive C. .	10	5		2	3	5	4	2	
" 38 Sharp, Mary A ..	6	9			3	2	2	2	3
P. 7 Sammis, Helen ..	3	12							
W. 19 Stuyvesant, Sarah J ..	10	5			3	2	3	3	
" 29 Snow, Helen L. .	8	7		1	3	4	3	3	
" 36 Squares, Mary E. .	3	12							
P. 22 Sisk, Eliza ..	12	3			2	1	1	1	2
W. 38 Stevens, Francis A. .	15	0			2	1	2	1	
" 43 Tone, Laura A. .	13	2			3	5	3	1	3
" 44 Van Aistyne, Josephine ..	12	3			2	1	3	2	
" 13 Van Vorst, Annie E. .	9	6		2	3	3	2	3	
" 38 Willett, Angelean ..	8	7			3	5	3	3	
" 3 Wright, Maria J. .	11	4			2	1	3	2	3
P. 20 Wright, Agnes J. .	13	2			2	3	3	2	3
W. 7 Weaver, Maria L. .	12	3			1	5	3	3	
" 17 Whitten, Ann E. .	12	3		3	2	1	4	3	

CLASS C.—SECOND DIVISION.

PUPILS' NAMES.		Present.	Absent.	Excused.	Late.	GRADE IN			
						Arithmetic.	Algebra.	Grammar.	History.
W. 16	Blakely, Amelia	8	7		2	3	3	2	2
" 7	Boyd, Maggie A.	9	6			3	3	1	2
" 40	Bisco, Deborah A.	9	6		1	3	4	3	2
" 8	Baird, Jane C.	3	8		1	4	5	4	4
"	Carroll, Eliza	12	3		5	2	1	4	4
" 24	Clancey, Mary E.	5	10		3	5	5	4	4
" 29	Carman, Elizabeth W.	8	6		3	4	4	3	1
" 37	Crawford, Sarah L.	8	7						
" 38	Craiser, Victorine B.	9	6		3	4	2	3	2
P. 21	Duffy, Helen C.	10	4		2	4	3	3	2
W. 29	Duncan, Mary E.	10	5		2	3	3	3	2
"	Distrow, Anna	10	5			3	3	1	1
W. 52	Delaney, Amelia	12	3			2	1	3	1
P. 23	Edacher, Ellen E.	7	8			4	4	3	4
W. 29	Finley, Missouri G.	6	9		2	3	3	3	3
"	Fox, Mary E.	15	0			1	1	2	1
W. 31	Fitzpatrick, Mary M.	10	5		4	3	4	1	1
" 35	Fick, Sarah A.	14	1			1	1	1	1
" 45	Grafton, Emily R.	12	3		1	4	3	2	3
" 37	Geary, Eleanor M.	13	2			3	1	1	2
" 8	Hopper, Sarah E.	14	1	1	1	1	1	1	1
P. 25	Hul, Jane G.	12	3		1	1	1	1	1
W. 43	Kinnaird, Christina M.	9	6		3	2	1	3	2
P. 23	Knapp, Emma	15	0			1	1	1	1
W. 15	Lewis, Sarah C.	10	5			2	1	1	1
P. 1	Meckin, Mary C.	7	8			4	4	3	4
W. 12	Moore, Martha	9	6		2	2	1	1	3
" 39	Meeker, Adeline M.	10	5			2	1	2	2
" 31	Moore, Ann Ann	11	4		4	2	1	1	3
" 12	McAuley, Susan	0	15						
P. 1	McCaffrey, Margaret A. L.	9	6		1	1	1	1	1
W. 26	McCauley, Margaret M. A.	13	2		5	1	1	1	2
" 21	McLain, Mary	8	7		2	3	4	1	2
" 30	McMann, Catharine J.	9	6			3	3	3	2
" 17	McElree, Ann E.	10	5		3	3	3	3	2
P. 27	McInerney, Elizabeth A.	13	2		3	2	1	1	4
" 26	McIntyre, Margaret	11	4		3	3	3	1	1
"	McCaffrey, Catharine	13	2		1	3	3	1	1
W. 18	Nevins, Emily C.	9	6		1	4	4	2	2
" 23	Quinn, Mary C.	15	0		1	1	1	2	1
" 12	Ryckman, Anne	12	3						
P. 23	Smith, Jane	2	13					1	
" 17	Smith, Agnes H.	14	1			2	4	1	1
" 8	Scherdlin, Madeline	15	0			1	1	3	1
W. 23	Toole, Joanna	11	4		3	2	2	3	2
" 36	Thompson, Kate	1	14				5		
"	Udike, Lizzie S.	10	5		2	3	4	3	2
W. 20	Vooshes, Emeline	10	5			4	3	2	3
P. 17	Wunnenberg, Addie H.	9	6		2	2	1	2	2
W. 37	Williams, Margaret L.	7	8		1	3	1	1	3
P. 17	Whitehead, Sara A.	11	4	1	3	3	2	1	1
" 8	Wagner, Elizabeth A.	9	6		2	4	5	1	2
" 7	Young, Isabella	9	6		2	3	2	1	2

CLASS C.—THIRD DIVISION.

PUPILS' NAMES			Present.	Absent.	Excused.	GRADE IN					
						Late	Arithmetic.	Algebra.	Grammar.	History.	Composition.
W 33	Adams, Margaret		0	15							
	Arkill, Lydia		13	2		1	2	1	4	2	
	Arthur, Sarah A.		15	0		2	2	1	3	1	2
W 18	Bonesteel, Wilhelmina		0	15							
	Brush, Anna E.		10	5		4	4	3	3	3	
	Birmingham, Susan.		10	5				4	3	4	
	Brady, Mary E.		9	6		5	2	2	2	1	
	Bell, Mary O.		10	5			3	2	3	3	
	Castello, Mary A.		2	13							
	Canfield, Caroline L.			15							
	Cronin, Eliza		11	4			3	3	3	2	3
	Conly, Catharine M. F.		0	15							
	Coleman, Fanny H.		0	15							
P 3	Cook, Margaret K.		0	15							
	Curtiss, Annie M.		4	11		1		5			
	Comasky, Mary A.		8	7		1	2	2	2	2	1
	Coats, Margaret C.		6	0							
P 22	Donaldson, Harriet A.		5	10				5	3		
W 24	Dawson, Lucy M. A.		11	4		1	1	1	4	2	1
	Darling, Mrs. Evelyn		13	2							
W 17	Downs, Marion		15	0			1	1	2	1	2
	De Lancy, Mary A.		14	1		3	2	1	3	1	
	Denham, Emma		11	4		5	3	1	2	1	
	Donnelly, Mary E.		6	0							
	Eppes, Mary E.		11	4		4					
	Fox, Margaret		12	3		1	1	1	3	1	3
P 2	Fairty, Mary E.		11	4		0	1	1	2	1	
	Ferguson, Mary		9	6		0	3	2	3	1	2
	Flanagan, Mary		13	2		1	1	1	4	2	1
P 27	Greene, Mary E.		12	3		1	3	3	3	2	1
W 34	Geary, Georgianna		13	2		7	1	1	2	2	1
	Golden, Sarah		6	0							
P 8	Hastings, Eva		11	4		4	3	2	4	1	
	Hololan, Ellen		3	0							
	Hopper, Mary		0	15							
	Keating, Hannah E.		10	5		6	3	2	2	3	
W 17	Keamy, Kate		0	15							
	Kinnane, Elizabeth M.		11	4		3	1	1	2	1	5
	Lawson, Elizabeth		0	15							
	Madala, Maria		3	0							
	Messinger, Sarah		0	15							
	Mount, Hannah		9	6		1	3	3	3	4	
	Mitchell, Catharine		9	6		6	4	4	3	2	
P 16	Moulton, Lydia B.		0	15							
W 28	Moore, Emma		5	10			4	4			
	Macpherson, Annie M.		7	8		6		3	3	3	
	Marshall, Mary E.		0	15							
	McKevitt, Julia		12	3		1	2	1	3	2	
	McPhillamy, Margaret		8	7				4		3	
	Moore, Sophia		15	0			1	1	1	1	3
	Puzzloy, Cornelia		0	15							
W 33	Porlock, Charlotte		0	15							
	Ruden, Harriet E.		5	10							
	Schuterman, Cornelia		0	15							
	Stratton, Lavinia		8	7			4	3	3	4	
P 3	Slote, Annie		0	15							
	Skelly, Mary C.		13	2		9	2	1	3	3	3
	Smith, Mary A.		6	0							
	Tone, Fanny G.		8	7		1	1	2	3	4	3
	Verplanck, Helena		3	0							
W 46	Woodgate, Mary A.		4	11							
P 32	Williamson, Belinda.		0	15							
W 36	Walters, Henrietta		12	3		3	2	2	2	1	1
P 5	Ferguson, Caroline		0	15							

CLASS D.

PUPILS' NAMES.	Present.	Absent.	Excused.	Late.	GRADE IN				
					Arithmetic.	Algebra.	Grammar.	History.	Composition.
W. 49 Allen, Mary E.	0	15							
" 9 Brennan, Mary J.	11	4		2	3	1	3	4	
P. 29 Brown, Harriett J.	6	9		2	5	5	2	4	
P. 22 Bucklee, Mary A.	1	14							
" 33 Burke, Frances	8	7		2	5	1	4	2	2
W. 15 Carman, Cornelia	11	4	2	3	4	5	1	3	
" 38 Cassidy, Letitia	0	15							
Canary, Ellen	12	3		3	1	1	3	3	
W. 1 Carey, Eliza	14	1		1	2	1	1	2	
" 15 Carman, Amanda M.	8	7	2	3			3	3	
" 26 Cronly, Rose R.	13	2		2	1	1	2	2	1
W. 39 Dewey, Harriet E.	10	5		4	4	1		3	
P. 6 Dibben, Annie	16	0			1	1	1	1	2
Elliott, Nancy	15	0			1	1	1	1	2
" 39 Freeman, Eliza A.	11	4			3	1	5	4	3
" 5 Grace, Mary S.	0	15							
" 1 Gill, Theresa M.	4	11		1	5	3	5	2	3
" 37 Green, Louisa	6	9		1	4	3	1	2	3
" 22 Green, Eugenia	4	11		1					
" 5 Gray, Charlotte	1	14							
" 24 Gallagher, Catharina	0	15							
" 15 Gilfillan, Elizabeth	11	4		5	3	2	1	3	3
Goodnough, Angelina	13	2		3				4	
" 6 Hammond, Mary E.	9	6			1	1	2	2	
P. 6 Hopper, Maria	0	15							
W. 3 Hayes, Ellen	13	2		3	1	1	3	2	
" 49 Harwood, Cordelia G.	1	14							
P. 15 Hoffmire, Sarah E.	6	9			3	3	2	2	
P. 1 Johnson, Margaret Y.	1	14							
W. 17 Kelly, Mary E.	10	5		2	2	1	2	2	
P. 29 Kerr, Catharine	12	3			1	1	1	1	2
" 15 Ketchum, Anna	13	2		3	4	3		2	
" 1 King, Mary G.	3	12							
" 7 Knapp, Sarah F.	0	15							
" 17 Lewis, Elizabeth T.	0	15							
" 34 McTier, Mary E.	10	5		6	2	1	1	1	2
" 38 Madden, Anna	6	9		4	5	5	3	4	
" 1 Martin, Rose T.	8	7		2	2	1	1	1	3
" 36 Messenger, Joanna E.	0	15							
W. 28 O'Brien, Jane P.	7	8		2	2	1		3	
" 22 Orton, Julia P.	10	5		2	5	5	3	4	
" 3 Perham, Mary G.	7	8		1	5	5		3	
" 4 Parmenter, Helena	3	13							
P. 3 Phillips, Hannah	11	4		4	3	2	2	4	
W. 36 Rowe, Sarah E.	15	0							
W. 7 Souer, Amelia	8	7			3	4	1	2	
P. 20 Smith, Mary J.	10	5		4	4	3	1	4	
Totten, Mary C.	8	7		2	3	3	1	2	
W. 36 Turner, Anna E.	6	9		3	5	5		4	
P. 27 Vinton, Fanny C.	11	4			1	1	2	4	3
W. 38 Vandewater, Susan	1	14							
" 41 Wasson, Elizabeth	7	8			4	5		3	
Welch, Mary A.	15	0		1	1	1	1	1	2

MALE NORMAL SCHOOL.

CLASS A.

School	PUPILS' NAMES	Present.	Absent.	Late.	Recitations.	Greek.	Latin.	Geometry.	Algebra.	Trigonometry.	Rhetoric.	History.
3	John Demarest	11	20	1	11							
3	George Brinkerhoff	13	8	4	13							
5	Edward Delaney	21	10	2	36	2	3	22	2	1	4	3
5	James F. Gilchrist	24	7	1	60	2	2	1	1	1	3	2
11	Silas W. Randall	18	13		51	2	2	2	2	2	3	1
14	James R. Pettigrew	26	6		60	2	2	1	1	1	2	1
14	John McCullough	26	3	1	70	2	2	2	1	1	1	2
18	George H. Moore	22	9	2	57	3	3	3	3	2	2	2
18	William Curshale	15	16		46	1	1	3	3	2	2	4
18	Thomas C. Cody	22	9		58	2	2	1	1	1	2	3
20	George A. Leonard	2	29									
21	William G. Raymond	0	31									
21	William Byrne	0	31									
23	Thomas Gibbons	0	31									
21	Matthew Murphy	11	20	4	30	3	2	2	1	2	2	4
29	James B. Trainor	0	31									
30	Francis Gallagher	6	25	1	17	3	3	3	3	3	4	4
42	Alexander B. Stratton	31			88	2	2	1	1	1	1	1
49	Archibald Erskine	31			77	2	2	1	1	1	2	1
	Edward Kelly	17	14	2	52	3	2	1	1	2	1	2
	James McCormick	2	29									
17	Charles F. Hartman	30	1		72	3	3	2	2	3	2	2
	Henry W. Hayward	20	2		55	2	2	2	2	3	2	2

CLASS B.

School.	PUPILS' NAMES.	Present.	Absent.	Late.	Recitations.	Latin.	Geometry.	Algebra.	Trigonometry.	Arithmetic.	Grammar.
12	Oscar Hinchman	0									
18	William F. Berry	0									
19	Henry S. Bellows	15	0	1	39	2	3	2	2	1	1
20	James W. Graff	0	31								
19	Charles Bulkley	28	3	3	60	2	1	1	3	1	1
34	Benjamin Conklin	18	12	3	42	3	2	1	2	2	1
40	Jacob Kirkneer	1	30		2						
	Albert H. Ormsbee	21	2	1	51	2	1	1	1	1	2
23	Henry T. Carroll	0	31								
31	William Soullard	0	31								
40	John H. Myers	5	26	1	10	3	4	4	4	4	4
41	Andrew C. Carter	23	8	7	54	2	2	2	1	2	2
23	Michael McGinn	29	2	1	60	2	1	1	1	2	1
	James Yerrance	28	3	9	75	1	1	1	1	1	1
	Maskell E. Fox	23	8	4	52	2	1	1	1	2	1
	Francis Haggerty	2	29		4	3	3	3		5	3
	James Priddy	1	30								
	Joseph Kilpatrick	4	27	3	6		2	3		4	
	Daniel O. Connor	15	0		37	3	2	1	1	1	1

CLASS C.

School.	PUPILS' NAMES.	Present.	Absent.	Late.	Recitations.	Latin.	Geometry.	Algebra.	Arithmetic.	Grammar.
6	James Toal	4	25		4	4	4	4	4	4
17	Frederic W. James	30	1		38	3	2	2	1	1
30	William H. Post									
	Samuel Moorhouse									
	Jacob S. Woodworth	14	17	11	30	3	2	2	1	2
	Samuel Patterson	24	5		57	2	3	1	1	1
	William B. Wood	26	5		63	2	1	1	1	1
	Peter Wilson	14	17		23	2	1	1	2	4
	George Rooney	25	6		61	3	1	1	2	1
7	Robert B. MacLay	1	30		3					4
	Joseph Concklin	26	3		70	1	3	1	1	1
	Henry C. Vogel	26	5		30	2	1	1	1	1
	Charles J. Rouse	31			30	2	3	2	1	1
	Henry W. Bawden	31			60	1	1	1	2	1
	George W. Yates	22	6	4	60	3	2	3	2	2
	Edward Ward	26	5	3	57	2	2	3	1	1
	Abraham Thompson	24	3		64	3	2	2	2	2
	Thomas Pritchard	25	1		67	3	1	1	2	2
	Daniel Ferguson	25	1		67	3	1	1	2	1

On register July 1st, 1859 .. .	57
Admitted .. .	11
	—
	68
Discharged	7
	—
On register January 1st, 1860	61

DAVID PATTERSON, }
 WILLIAM H. WOOD, } Teachers
 JOHN G. McNARY }

COLORED NORMAL SCHOOL.

PUPILS' NAMES.				Present.	Late.	Absent.	Excused.	GRADE IN					
								Arithmetic.	Grammar.	Astronomy.	Algebra.	Geometry.	History.
CLASS A.													
G S	1	Peter H. Loveridge	11	4	3			1	1	1	2	1	1
"	2	John R. Porter	13	4	1			1	1 $\frac{1}{2}$	1	1	1	1
"	2	Caroline Hamilton	10	1	4	4		1	1		2	3	2
"	2	Helen M. Clow	7		7			1	2		2	3	2
CLASS B.													
G S	1	Peter S. Ewell	2		12			2	2	2	2	3	3
"	1	Wright Seaman	1		13			1	2	1	2	2	1
"	1	Catharine A. Thompson	13	2	1			1	2	1	2	1	1
P. S.	5	Sarah A. Douglass	7	2	7			1	2	1	3	3	2
"	3	Albert J. Ewell	2		12			1	2	1	1	5	3
"	5	Mary E. Williams	12		2			2	1	1	3	3	2
G. S.	2	Ritta E. Johnson	8	2	6			2	2	1	3	3	3
"	2	Elizabeth Spencer	3		11			2	2	3	3	4	4
CLASS C.													
G. S.	2	Emily Thomas	9		5	5		1	2	1	2	2	
"	1	Rhoda S. Ledgers	13		1	1		1	1	1	2	4	
"	2	Angeline Dawley	11	5	3			2	2	1	1	4	
		John W. Jacobs	8		1	1		1	1	1	1	1	1
CLASS D.													
P. S.	2	Ellen L. Tredwell	4		10	10		1	1	1	2		2
G. S.	2	Catherine Harley	9	1	5			1	2	1	2		1
CLASS E.													
G S	1	Mary A. Griffin	13		1	1		1	1	2	2		1
"	1	Mary F. Allen	11	2	3			1	1	2	2		2
P S.	1	Adeline Ogden	13	2	1	1		1	1	2	2		2
		Ann E. Simmonette	6		8			2	2	3	4		3
P S	1	Serena Rock	8					2	3	2	3		2
		Ann E. Ross	7					3	3	4	4		4

JOHN PETERSON, } Teachers.
CHAS. L. REASON, }



MALE NORMAL SCHOOL.
QUARTERLY REPORT TO JULY 1st, 1859.

CLASS A.
NUMBER OF RECITATIONS REQUIRED, 75.

No. of School.	PUPILS' NAMES.	Present.	Absent.	Late.	Left.	Recitations.	Greek.	Latin.	Geometry.	Algebra.	Trigonometry.	Rhetoric.	History.	Composition.
3	John Demarest	29	.	.	.	72	1	1	1	1	1	1	1	1
3	Geo. Brinkerhoff . . .	29	.	.	.	75	1	1	1	1	1	1	1	1
6	Jas. F. Gilchrist . . .	26	4	.	.	55	.	2	1	1	2	2	3	4
11	Silas W. Randall . . .	12	17	.	.	28	.	2	2	1	2	2	3	4
14	John McCullough . . .	20	.	.	.	46	2	2	2	1	2	2	2	3
18	Geo. H. Moore	1	28	.	1	1	.	.	.	.	.	.	.	.
19	Wm. Carlisle	10	19	.	2	21	1	1	2	2	3	3	3	4
20	Geo. A. Leonard . . .	.	29	.	.	.	.	.	.	.	.	.	.	.
21	Wm. G. Raywood . . .	7	22	.	2	19	3	3	2	2	3	3	3	3
21	Wm. Byrne . . . .	.	29	.	.	.	.	.	.	.	.	.	.	.
23	Thomas Gibbons . . .	5	24	1	1	12	3	3	3	2	2	4	4	4
24	Mathew Murphy . . .	4	23	2	.	8	4	4	2	1	1	3	4	4
29	Jas. B. Treanor . . .	.	25	.	.	.	.	.	.	.	.	.	.	.
30	Francis Gallagher . . .	.	25	.	.	.	.	.	.	.	.	.	.	.
	Jas. McCormick . . .	12	17	7	.	15	1	1	2	1	2	2	1	1
	Jas. Bernie	2	27	2	.	4	.	.	.	.	.	.	.	.
	Edward Kelly	11	18	1	1	29	2	2	1	1	1	2	2	3

CLASS B.
RECITATIONS REQUIRED, 75.

No. of School.	PUPILS' NAMES.	Present.	Absent.	Late.	Left.	Recitations.	Latin.	Geometry.	Algebra.	Trigonometry.	Arithmetic.	Grammar.
5	Edward Delaney	25	4	2	.	69	2	2	1	1	1	1
12	Oscar Hinchman	8	23	5	1	10	3	3	3	4	2	2
14	James B. Pettigrow . . .	29	.	.	.	63	2	1	1	1	1	1
17	Chas. F. Hartmann . . .	28	1	.	.	60	2	1	1	2	1	1
18	Thomas E. Cody	25	4	.	2	58	2	2	1	2	1	1
19	Charles Bulkley	27	2	1	.	60	2	1	.	2	1	1
20	Jas. W. Graff	1	28	.	1	.	.	.	.	.	.	.
23	Henry T. Carroll . . . .	.	29	.	.	.	.	.	.	.	.	.

CLASS B.—(CONTINUED.)

No. of School.	PUPILS' NAMES.	Present.	Absent.	Late.	Left.	Recitations.	Latin.	Geometry.	Algebra.	Trigonometry.	Arithmetic.	Grammar.
31	Wm. Berry.....	.	29	.	.	.	.	.	.	.	.	.
31	Wm. Soullard.....	.	29	.	.	.	.	.	.	.	.	.
34	Ben. Y. Conklin.....	.	29	.	.	.	.	.	.	.	.	.
35	Geo. L. Burr.....	.	29	.	.	.	.	.	.	.	.	.
40	Jacob Kirkner.....	.	29	.	.	.	.	.	.	.	.	.
40	John H. Myers.....	.	29	.	.	.	.	.	.	.	.	.
41	Chas. W. Smith.....	5	24	1	.	6	4	3	2	2	1	2
42	Alex. W. Stratton.....	17	2	3	1	50	2	2	1	2	1	1
43	Archibald Erskine.....	27	2	.	.	57	2	1	1	1	1	1
43	Andrew C. Coster.....	25	4	2	1	54	2	2	2	2	1	1
	Joe. Kilpatrick.....	5	24	1	.	4	4	2	2	3	2	2
	Jas. Yereance.....	27	2	.	.	66	1	1	1	2	1	1
	Michael McGinn.....	6	23	3	.	18	3	2	2	2	3	3
	Markell E. Fox.....	21	8	2	.	44	2	1	1	2	1	2
	Francis Haggerty.....	11	18	2	.	8	3	2	2	2	2	2
	Jas. Priddy.....	12	17	7	.	18	3	3	3	4	1	2

CLASS C.

RECITATIONS REQUIRED, 75.

No. of School.	PUPILS' NAMES.	Present.	Absent.	Late.	Left.	Recitations.	Latin.	Geometry.	Algebra.	Arithmetic.	Grammar.
6	James Toal.....	12	17	1	1	27	2	3	3	3	2
10	Galen C. Thatcher.....	7	22	.	.	18	2	2	2	2	3
17	Fred. W. James.....	24	5	1	.	54	2	2	1	2	1
21	Roger I. Wheeler.....	7	22	1	4	6	.	3	3	3	.
38	W. H. Post.....	.	29	.	.	.	.	.	.	.	.
44	Samuel Morehouse.....	.	29	.	.	.	.	.	.	.	.
	Jacob S. Woodworth.....	20	9	14	.	40	1	2	1	1	1
	Samuel Paterson.....	24	5	.	.	55	1	1	1	1	2
	Wm. B. Wood.....	23	7	.	.	46	2	2	1	2	2
	John Deacon.....	2	27	.	.	5	3	3	2	.	2
	Robert B. MacLay.....	13	17	.	1	14	3	2	2	2	2
	Peter Wilson.....	17	12	.	.	45	1	1	1	2	1
	George Rooney.....	25	3	.	.	55	1	1	1	1	1
	Joseph Conklin.....	19	6	.	.	49	1	2	1	1	1
	George Noble.....	2	16	.	.	3	.	.	.	.	.
	Henry C. Vogel.....	11	.	.	.	26	2	2	1	2	2

MALE NORMAL SCHOOL.—(CONCLUDED.)

On Register April 1st, 1859,.....	53
Admitted during the Quarter,	11
	—
	64
Discharged	7
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On Register July 1st, 1859.....	57

TEACHERS.

DAVID PATTERSON, WILLIAM H. WOOD,
JOHN G. McNARY.

REPORT OF COLORED NORMAL SCHOOL,

FROM APRIL 1ST, 1859, TO JULY 16TH, 1859.

SCHOOL.	PUPILS' NAMES	Present.	Late.	Absent.	Excused.	GRADE IN STUDY					History
						Arithmetic.	Grammar.	Astronomy.	Algebra.	Geometry.	
CLASS A.											
G. S. 1	Peter H. Loveridge . . .	13	.	2	2	1	2	1	2	2	1
G. S. 2	John R. Porter. . .	13	.	1	.	2	2	1	1	1	1
G. S. 2	Caroline Hamilton . . .	13	.	1	.	1	1	1	3	3	2
G. S. 2	Helen M. Clow	13	2	1	.	.	.	1	3	3	3
CLASS B.											
G. S. 1	Peter S. Ewell.	12	.	2	.	2	2	2	2	3	3
G. S. 1	Wright Seaman	13	.	1	.	1	2	1	2	2	1
P. S. 3	Albert J. Ewell.	10	5	4	.	1	2	1	1	5	4
G. S. 1	Catharine A. Thompson. . . .	13	.	1	.	2	2	1	2	2	1
P. S. 5	Sarah A. Douglass.	13	.	1	.	1	2	1	3	4	1
P. S. 5	Mary E. Williams	13	.	1	.	2	2	1	3	4	2
G. S. 2	Ritta Johnson.	12	.	2	2	.	.	1	3	4	3
G. S. 2	Elizabeth Spencer.	10	5	4	.	.	.	2	3	4	4
CLASS C.											
G. S. 2	Emily Thomas	13	1	1	.	1	2	1	2	3	3
G. S. 2	Angeline Dawley	13	.	1	.	2	2	1	1	5	3
G. S. 1	Rhoda S. Ledgers	14	.	.	.	1	1	1	2	5	1
CLASS D.											
P. S. 2	Ellen L. Tredwell	11	.	3	3	1	1	2	2	.	3
G. S. 2	Catharine Harlev.	12	.	2	2	1	2	2	2	.	3
CLASS E.											
G. S. 1	Mary A. Griffin	14	.	.	.	1	1	2	3	.	2
G. S. 1	Mary T. Allen	13	.	1	.	1	1	2	3	.	4
P. S. 5	Margaret R. Glegg	11	.	3	3	1	1	2	3	.	4
P. S. 1	Adeline Ogden	10	.	4	4	1	1	2	2	.	4

JOHN PETERSON. }
CHARLES L. REASON } TEACHERS.

No. 22.

**DEPARTMENT OF PUBLIC INSTRUCTION,
STATE OF NEW-YORK.**

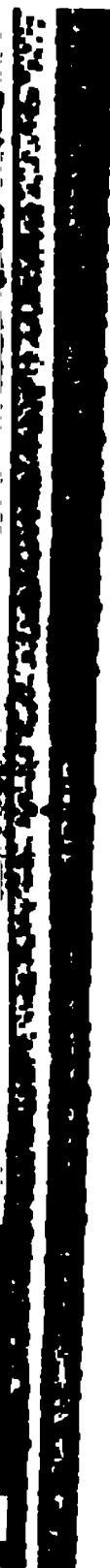
BOARD OF EDUCATION,

CITY OF NEW-YORK, DECEMBER 29, 1859.

MR. DAVENPORT presented the Annual Report of the Committee on Supplies, of the operations of the Depository for the past year.

Ordered, *That said Report be laid on the table and printed.*

THOMAS BOESE,
Clerk.



REPORT.

To the Board of Education :

The Committee on Supplies, in accordance with the requirements of the By-Laws, respectfully report, as follows :

The amount expended for Books, Stationery, and other supplies, for the Depository, for the year ending December 31, 1859, together with amounts expended for supplies furnished in 1857 and 1858, and paid for in the year 1859, was.....	\$84,299 75
Of the above amount, (\$84,299 75) there was paid for supplies, furnished in 1858.....	\$6,385 35
And bill of W. Felt & Co., 1858.....	447 46
And bill of D. Appleton & Co., 1857.....	661 67
	<hr/>
	\$76,805 27
Amount of Stock on hand, December 31st, 1858.....	\$18,523 46
	<hr/>
Showing amount to be accounted for December 31st, 1859.....	\$90,328 73

The amount of supplies furnished to the Grammar, Primary, and Colored Schools, from the Depository, for the year ending Dec. 31, 1859, was.....	\$60,083 60
Ditto, to the Free Academy.....	3,556 32
Ditto, to the Normal Schools.....	1,383 82
Ditto, to the Evening Schools.....	6,563 97
Amount paid for weighing coal.....	138 50
Amount paid for Paper for Certificates.....	1,179 00
Delivered School Officers of the different Wards.....	625 33
Delivered Board of Education, Clerk's Office, Superintendent's Office, Shop, Depository, &c....	2,754 29
	<hr/>
Total.....	\$76,234 83
Stock on hand, December 31st, 1859.....	14,093 90
	<hr/>
Total.....	\$90,328 73

Cost for supplies, 1858.....	\$108,784 90
Cost for supplies, 1859.....	76,234 88
Showing a difference of.....	<u>\$27,550 70</u>

JOHN DAVENPORT,	}	<i>Committee on Supplies.</i>
JAMES CUSHING, Jr.		
OLIVER H. LEE,		
DANIEL SLOTE,		
WILLIAM E. CURTIS,		

Schedule,

Showing the Total Value of Books and Supplies furnished from the Depository during the year ending December 31st, 1850

Schools		Grammar School for Boys.	Grammar School for Girls	Primary Departments.	Total.
No.	1.....	\$281 80	\$228 07	\$147 66	
"	2.....	382 46	429 62	223 40	
"	3.....	428 95	560 01	232 59	
"	4.....	814 44	171 08	216 51	
"	5.....	320 48	202 63	207 79	
"	6.....	211 69	.....	124 16	
"	7.....	541 16	432 24	260 18	
"	8.....	317 80	317 17	367 66	
"	9.....	160 69	103 67	.....
"	10.....	613 77	660 18	394 44	
"	11.....	1,055 64	769 97	270 64	
"	12.....	385 62	307 24	193 34	
"	13.....	476 10	890 91	254 44	
"	14.....	557 98	300 58	395 25	
"	15.....	651 08	492 72	336 75	
"	16.....	325 91	232 59	168 21	
"	17.....	511 82	497 09	261 27	
"	18.....	313 95	507 93	326 18	
"	19.....	485 09	275 66	248 45	
"	20.....	724 23	481 11	341 69	
"	21.....	354 90	337 40	269 56	
"	22.....	452 00	481 45	208 84	
"	23.....	200 80	362 67	234 62	
"	24.....	441 74	325 70	221 59	
"	25.....	.....	205 58	.....
"	26.....	404 88	283 67	130 22	
"	27.....	.....	176 46	.....
"	28.....	449 30	358 45	524 09	
"	29.....	689 17	521 94	350 09	
"	30.....	256 26	245 61	165 53	
"	31.....	532 66	221 63	85 40	
"	32.....	676 52	.....	200 66	
"	33.....	.....	949 49	445 14	
"	34.....	293 28	265 90	126 03	
"	35.....	852 80	.....	268 47	
"	36.....	450 86	499 32	256 12	
"	37.....	516 60	449 80	199 20	
"	38.....	655 78	433 33	400 09	
"	39.....	164 43	176 74	139 51	
"	40.....	739 06	.....	190 66	
"	41.....	463 46	251 72	220 88	
"	42.....	448 64	466 60	214 68	
"	43.....	168 45	197 60	.....
"	44.....	982 59	572 95	260 71	
"	45.....	1,021 71	1,011 19	403 00	
"	46.....	154 83	117 48	.....
"	47.....	Senior	554 59	.....
"	47.....	Junior.	450 69	343 06	
"	48.....	536 82	422 43	260 03	
"	49.....	685 82	391 60	325 61	
"	50.....	.....	669 63	204 39	
"	51.....	.....	.....	465 18	
"	52.....	160 19	.....	.....
		\$21,819 11	\$18,801 89	\$12,096 20	\$52,717 20

PRIMARY SCHOOLS.

No. 1.....	{ Boys..	\$296 20	No. 18.....	{ Boys..	\$39 07
	{ Girls...	108 41		{ Girls..	49 78
" 2.....	{ Boys..	77 15	" 19.....		78 54
	{ Girls..	96 08	" 20		181 06
" 3.....		191 32	" 21.....	{ Boys..	98 81
" 4.....		No Sch'l		{ Girls..	110 88
" 5.....		316 25	" 22.....		107 94
" 6.....	{ Boys .	71 44	" 23.....		142 93
	{ Girls..	122 04	" 24.....		290 07
" 7.....	{ Boys .	69 34	" 25.....	{ Boys .	91 78
	{ Girls..	69 27		{ Girls .	84 08
" 8.....		263 61	" 26.....		181 62
" 9.....		82 33	" 27.....		376 89
" 10.....		60 01	" 28.....		88 30
" 11.....		160 32	" 29.....		309 59
" 12.....		97 35	" 30.....		15 70
" 13.....		84 90	" 31.....		140 00
" 14.....	{ Boys..	54 04	" 32.....		167 28
	{ Girls..	50 16	" 33.....		246 58
" 15.....		204 96	" 34.....		328 65
" 16.....		153 60	" 35.....		185 00
" 17.....		264 40			
Total.....					\$6,098 08

COLORED SCHOOLS.

Colored Ward Schools.	Male Departm't.	Female Departm't.	Primary Departm't.	Total.
No. 1.....	\$109 26	\$96 45	.....	\$205 71
" 2.....	183 38	204 45	\$84 37	472 20
" 4.....	.....	.....	.....	54 36
" 5.....	.....	.....	.....	83 71
" 6.....	.....	.....	.....	154 52
COLORED PRIMARY SCHOOLS.				
No. 1.....	.....	.....	.....	110 58
" 2.....	.....	.....	.....	80 94
" 3.....	.....	.....	.....	55 60
				\$1217 62

EVENING SCHOOLS.

Wards.	Male.	Female.	Total.
1st.....	\$224 59	\$192 81	
4th.....	265 22	107 49	
5th.....	318 83	.....
6th.....	124 56	117 98	
7th.....	135 83	28 09	
8th.....	117 67	208 88	
9th.....	112 86	.....
10th.....	272 42	66 92	
11th.....	714 86	98 20	
12th Harlem.....	56 22	20 89	
12th Yorkville.....	181 46	42 98	
12th Manhattanville.....	82 44	.....
13th.....	119 96	84 93	
14th.....	305 98	117 58	
15th.....	195 45	90 05	
16th.....	209 66	155 19	
17th.....	196 53	90 25	
18th.....	295 65	49 07	
19th.....	189 12	72 62	
20th.....	103 81	180 69	
21st.....	118 02	82 47	
22d in No. 28.....	200 15	72 40	
22d in G. S. 51.....	156 97	.....
8th Colored.....	89 87	16 50	
	\$4,728 58	\$1,885 89	\$6,568 97

**SUPPLIES DELIVERED TO FREE ACADEMY, NORMAL
SCHOOLS, &c., &c.**

FREE ACADEMY..... \$3,556 82

NORMAL SCHOOLS.

Male Normal School..... 140 75
Female Saturday Normal School..... 1,060 72
Colored Normal School 84 72
Daily Normal School..... 97 63

\$1,383 82

RECAPITULATION.

Grammar Schools.....\$52,717 90
Primary Schools..... 6,098 08
Colored Schools 1,217 62
.....\$60,033 60
Evening Schools 6,568 97
Free Academy..... 3,556 82
Normal Schools..... 1,383 82
School Officers..... 625 83
***Board of Education..... 2,754 29**
Paper for Certificates..... 1,179 00
Weighing of Coal..... 138 50
.....\$76,234 88

* Including Expense Account.


No. 23.

DEPARTMENT OF PUBLIC INSTRUCTION.

STATE OF NEW-YORK.

BOARD OF EDUCATION,

CITY OF NEW-YORK, DECEMBER 28, 1859.

MR. ANDREWS presented the Annual Report from the Auditing Committee on the Examination of the Accounts in the Clerk's office, from December 23, 1858, to December 22, 1859.

Ordered, That said Report be laid on the table and printed.

THOMAS BOESE,
Clerk.



REPORT.

TO THE BOARD OF EDUCATION :

The Auditing Committee respectfully report—

That they have examined the accounts of the Clerk, from the 23d day of December, 1858, to the 22d day of December, 1859, the result of which examination is as follows :

The balance in bank to the credit of the Board, December 23d, 1858, was.....	\$123,913 55
The total amount deposited since that date, as per Schedule A., is.....	1,246,000 00
	<hr/>
Total	\$1,369,913 55

The amount paid on checks drawn previous to December 23d, 1858.....	\$3,703 78
---	------------

The amount paid on checks drawn since December 23d, 1858, and prior to December 22d, 1859.....	1,225,716 84
	<hr/>
	1,229,420 62

Leaving balance, December 22d, 1859.....	140,492 93
The bank book shows a balance of.....	140,486 43
Leaving \$6 50 not accounted for.	

All which is respectfully submitted.

**WILLIAM D. ANDREWS,
CHAS. J. DOUGHERTY,
WM. R. STAFFORD,
A. H. BRUMMELL,
HUGH G. CROZIER,**

} *Auditing Committee.*

Dated December 27, 1859.

Schedule A.

Amounts deposited with the City Chamberlain, to the credit of the Board of Education, from the 23d day of December, 1858, to the 22d day of December, 1859.

February	21, 1859	.....	\$100,000 00
March	7, "	.....	150,000 00
March	25, "	.....	100,000 00
April	26, "	.....	207,332 95
July	22, "	.....	150,000 00
September	9, "	.....	75,000 00
	27, "	.....	75,000 00
October	10, "	.....	100,000 00
November	4, "	.....	50,000 00
December	14, "	.....	238,667 05
			<hr/>
			\$1,246,000 00

Schedule B.

Checks drawn prior to December 23d, 1858, and not returned as paid, by the City Chamberlain.

Date.	No.	Amount.	Date.	No.	Amount.
1855.....	810	\$2 00	1857.....	38	\$3 00
"	1318	2 93	"	746	28 00
"	1339	6 61	1858.....	344	6 25
"	1724	39 06	"	1076	6 25
"	2546	4 80	"	1088	91 67
"	2655	15 53	"	1663	4 00
1856.....	196	5 35	"	2447	400 00
"	839	2 00	"	2546	91 67
"	1376	364 32	"	2594	3 50
"	1496	62 50			<hr/>
			Total.....		\$1,139 44

Schedule C.

Checks drawn since December 23d, 1858, and not returned
December 22d, 1859.

Date.	No.	Amount.	Date.	No.	Amount.
1859.....	227	\$600 00	1859.....	2511	\$5 17
"	228	675 00	"	2521	87 50
"	247	1 75	"	2525	75 00
"	575	80 00	"	2527	125 00
"	964	9 00	"	2529	100 00
"	1084	2 00	"	2530	62 50
"	1105	1 88	"	2535	43 75
"	1222	4 00	"	2538	162 50
"	1227	3 00	"	2545	112 50
"	1316	14 00	"	2546	100 00
"	1605	1 25	"	2548	62 50
"	1723	3 50	"	2554	34 46
"	1788	162 50	"	2565	20 00
"	1796	100 00	"	2572	14 50
"	1828	1 75	"	2576	3 59
"	1887	1 25	"	2578	7 62
"	1972	2 25	"	2581	2 50
"	1990	42 00	"	2603	12 50
"	2023	14 00	"	2608	4 50
"	2102	9 25	"	2696	6 64
"	2140	11 52	"	2723	26 66
"	2143	2 21	"	2726	90 00
"	2192	2 38	"	2731	3 50
"	2203	11 88	"	2944	19 58
"	2214	10 00	"	2945	75 64
"	2303	1 50	"	2946	4 00
"	2359	20 00	"	2947	27 95
"	2919	18 70	"	2948	6 14
"	2927	14 50	"	2949	10 00
"	2932	121 33	"	2950	5 42
"	2933	19 00	"	2951	12 00
"	2939	5 00	"	2743	36 00
"	2941	5 25	"	2787	8 00
"	2942	18 68	"	2789	2 00
"	2943	1 00	"	2790	3 37
"	2379	4 26	"	2791	7 00
"	2419	46 12	"	2792	3 61
"	2420	8 00	"	2798	10 00
"	2494	30 98	"	2799	51 00

Date.	No.	Amount.
1859.....	2804	16 75
"	2808	6 89
"	2810	2 81
"	2812	19 80
"	2813	1 13
"	2814	7 36
"	2822	8 30
"	2825	7 00
"	2828	20 50
"	2829	30 57
"	2830	17 25
"	2831	2 00
"	2840	7 37
"	2841	7 14

Date.	No.	Amount.
1859.....	2908	10 00
"	2910	5 00
"	2911	4 00
"	2912	99 05
"	2917	34 44
"	2952	5 00
"	2954	100 25
"	2955	2 50
"	2957	26 25
"	2958	45 93
"	2959	20 74
"	2962	17 40
"	2664	8 00

\$4,053 76



EIGHTEENTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

CITY AND COUNTY OF NEW-YORK,

FOR THE YEAR ENDING DECEMBER 31, 1859.



New-York:

JOSEPH RUSSELL, PRINTER,

No. 79 JOHN STREET.

1860.

[REDACTED]

DEPARTMENT OF PUBLIC INSTRUCTION.

STATE OF NEW-YORK.

BOARD OF EDUCATION,

CITY OF NEW-YORK, NOVEMBER 7, 1860.

Resolved, That the President and Clerk be directed to prepare the Annual Report of the Board for 1859, embracing the statistical tables of the expenditures of this Board and the Ward Boards, and such other information as the files of the office may furnish, applicable to that term, and publish the same under the sanction of this Board.

Extract from the Journal.

THOMAS BOESÉ,
Clerk.

REPORT.

It is the duty of the Board of Education of the city of New-York, prescribed by subdivision 10 of section 3 of "An Act relative to Common Schools in the City of New-York," passed March 31, 1854—

"To make and transmit, between the fifteenth day of January and the first day of February in each year, to the State Superintendent of Public Instruction, and to the Common Council of the city of New-York, a report in writing, bearing date on the thirty-first day of December next preceding, stating the whole number of schools within their jurisdiction, specially designating the schools for colored children; the schools or societies from which reports shall have been made to the Board of Education within the time limited for that purpose; the length of time such schools shall have been kept open; the amount of public money apportioned or appropriated to said school or society; the number taught in each school; the whole amount of money drawn from the City Chamberlain for the purposes of education during the year ending at the date of their report, distinguishing the amount received from the general fund of the State, and from all other, and what sources; the manner in which such moneys shall have been expended; and such other information as the State Superintendent of Public Instruction may, from time to time, require, in relation to Common School Education in the city and county of New-York."

In fulfilment of that duty, the Board of Education respectfully

REPORT :

I. The whole number of Schools within its jurisdiction during the past year was two hundred and fifty-one, classified as follows :

Grammar Schools for Boys.....	48
" " Girls.....	48
Primary Schools.....	86
Colored Schools.....	9
Corporate and Asylum Schools	13
Evening Schools.....	44
Normal Schools.....	3
Free Academy	1
	<hr/>
	251

II. Reports have been made to the Board of Education within the time limited for that purpose, from all Schools named above, including the following Corporate and Asylum Schools :

1. New-York Orphan Asylum.
2. Roman Catholic Orphan Asylum.
3. Protestant Half Orphan Asylum.
4. Mechanics' Society School.
5. Society for Reformation of Juvenile Delinquents.
6. Leake & Watt's Orphan Asylum.
7. Colored Orphan Asylum.
8. American Female Guardian Society.
9. Home Industrial School.
10. New-York Juvenile Asylum.
11. House of Reception of New-York Juvenile Asylum.
12. Five Points House of Industry.
13. Ladies' Home Missionary Society.

III. The length of time the schools above mentioned have been kept open, the actual average attendance, and the whole number taught in the several schools, as appears from the annual returns for the year ending September 30, 1859, are shown in the accompanying Schedule, No. 3.

IV. The amount apportioned to said schools or societies, will be found stated in Schedule No. 2.

V. The number taught in each school, ascertained according to the rules laid down by the law (Sec. 10., Sub. 4, of Laws of 1854), is shown in Schedule No. 3; as is also the actual average attendance ascertained by the rule provided for that purpose (Sec. 10, Sub. 4, Laws of 1854); from which it appears that, exclusive of the Free Academy, 3 Normal Schools, and 44 Evening Schools, the whole number taught is 138,688, and the average attendance 51,712.

VI. The whole amount of money deposited with the City Chamberlain, for the purposes of education during the past year, ending December 31, 1859, was \$1,246,000, derived as follows :

Amount received from the general fund of the	
State	\$207,332 95
From the county.....	207,332 95
Tax of one twentieth of one per cent.....	265,610 87
Tax of \$4 per scholar.....	565,723 23
	<hr/> \$1,246,000 00
To this amount is to be added the amount in the hands of	
the Chamberlain, December 31, 1858	7,315 55
	<hr/>
Making.....	\$1,253,315 55
There was expended on account of appropriations made	
in 1858.....	127,689 68
	<hr/>
Leaving available for the year 1859.....	\$1,125,625 87
The balance in Bank, December 31, 1859, was.....	25,060 66
	<hr/>
Total expenditures for 1859.....	\$1,100,565 21

These moneys have been expended as follows :

For support of the Free Academy.....	\$50,112 04
“ repairs of “ “	2,569 25
“ salaries of teachers in Ward Schools	617,128 91
“ support of Normal Schools.....	9,155 73
“ “ Evening Schools.....	69,089 23
“ apportionment to Corporate Schools.....	29,009 00
“ repairs through the Shop	8,526 39
“ supplies furnished to Ward Schools through the Depos- itory	72,485 73
“ rents of School Premises.....	18,509 86
“ incidental expenses of Ward Schools.....	80,683 80
“ “ “ Board of Education, including salaries.....	36,411 67
“ altering and enlarging School Buildings	17,935 48 •
“ sites.....	1,970 00
“ erecting new School Buildings.....	59,861 61
“ heating “ “	705 32
“ furnishing “ “	19,066 12
“ refurnishing old “	1,950 00
“ repairing “ “	4,645 07
“ pianos for Ward Schools.....	750 00
	<hr/>
	\$1,100,565 21

In connection with the above expenditures, the following balances of appropriations for special purposes remain unpaid :

For altering and enlarging school-buildings	\$3,387 20
“ erecting new school-buildings	33,508 55
“ heating “ “	11,960 68
“ furnishing “ “	5,036 88
“ refurnishing old “	458 70
“ repairing “ “	1,820 39
	<hr/>
Total	\$56,172 40

Schedule No. 3 shows the amount of money appropriated to Corporate Schools, &c.

Schedule No. 4 shows, in detail, the expenditures of the Free Academy, the Normal and Evening Schools.

Schedule No. 5 shows, in detail, the expenditures for Teachers' Salaries, Books, Stationery, Fuel, &c., for the Ward Schools.

Schedule No. 6 shows, in detail, the amount expended for repairs, materials, &c., for the Ward Schools, furnished through the Workshop of the Board of Education.

COMPARISON WITH THE YEAR 1858.

1859.	Whole number of Schools.....	251
1858.	“ “	256
	Decrease.....	5
1859.	Whole number of Grammar Schools for Boys.....	48
1858.	“ “ “	48
	Increase.....	0
1859.	Whole number of Grammar Schools for Girls	48
1858.	“ “ “	48
	Increase.....	0
1859.	Whole number of Primary Schools.....	86
1858.	“ “ “	88
	Decrease.....	2
1859.	Whole number of Colored Schools.....	10
1858.	“ “	13
	Decrease.....	3
1859.	Whole number of Corporate and Asylum Schools.....	13
1858.	“ “ “	13
	Increase.....	0

1859.	Whole number of Evening Schools.....	44
1858.	“ “	44
	Increase.....	0
1859.	Whole number of Normal Schools.....	3
1858.	“ “	3
	Increase.....	0
1859.	The whole number taught in the Schools, exclusive of the Normal Schools, Evening Schools, and Free Academy,.....	139,209
1858.	“ “ “ “ ..	138,688
	Increase.....	521
1859.	Average attendance in the same	51,712
1858.	“ “	51,431
	Increase.....	281
1859.	Number in Free Academy	613
1858.	“ “	530
	Increase.....	83
1859.	Number in Normal Schools.....	1,034
1858.	“ “	1,035
	Decrease.....	1
1859.	Number in Evening Schools, 1st Term, 9,590....2d Term, 15,567	
1858.	“ “ “ 12,527.... “ 16,793	
	Decrease.....	2,937
		1,226
1859.	The whole amount of money drawn from the City Chamberlain	\$1,246,000
1858.	“ “ “ “	1,226,000
	Increase	20,000

1859. The whole amount of money expended for the support of the Free Academy, exclusive of repairs and library..... \$50,112 04

1858. " " " " 45,875 15

Increase..... 4,236 89

1859. The whole amount expended for the support of Normal Schools \$9,155 73

1858. " " " " 11,290 22

Decrease ... 2,134 49

1859. The whole amount expended for the support of Evening Schools \$68,089 23

1858. " " " " 66,791 41

Increase 1,397 82

1859. The amount appropriated to Corporate Schools \$29,009 00

1858. " " " " 29,292 59

Decrease..... 283 59

1859. The cost of books and supplies distributed through the Depository..... \$76,234 83

1858. " " " " 103,784 90

Decrease 27,550 07

1859. Amount paid for rents of school premises \$18,509 86

1858. " " " " 13,900 00

Increase..... 4,609 86

1859. Amount paid through the workshop for repairs of buildings \$8,526 39

1858. " " " " 9,891 60

Decrease..... 1,365 21

1859.	Amount paid for sites for new school houses	\$1,970 00
1858.	“ “ “	50,500 00
		<hr/>
	Decrease.....	48,530 00

1859.	Amount paid for salaries of teachers and janitors in the Ward Schools.....	\$617,128 91
1858.	“ “ “ “	560,955 32
		<hr/>
	Increase..	56,173 59

Schedule No. 7 is a statement of the names and ages of the pupils instructed in the Free Academy from the close of the academic year (July 19) to the 31st day of December, 1859, inclusive, of the time each student was so instructed, of the studies pursued, and the books or portions of books so studied.

Schedule No. 8 contains the names of instructors employed at the Free Academy, and compensation paid to each.

Schedule No. 9 shows the location, size, and cost of site; size, cost, and date of erection of each school building.

Accompanying are the plans of Grammar School No. 19, in the Seventeenth Ward, of Colored School No. 1, in the Fourteenth Ward, and of Primary School No. 20, in the Thirteenth Ward.

The Appendix contains the Reports of Samuel S. Randall, City Superintendent of Schools, and of Messrs. Kiddle, Jones, and Seton, his assistants, showing the condition of the schools, with suggestions for the improvement of the same.

The Report of the Committee on Normal Schools, showing the number of pupils taught, expense of conducting the same, and list of graduates for the year 1859.

The Report of the Committee on Evening Schools, the whole number taught, average attendance, and cost of conducting the same.

The Eleventh Annual Report of the operations and condition of the Free Academy.

COURSE OF STUDIES.

This important subject was presented for the consideration of the Board, and referred to the appropriate Committee, who, after due deliberation, presented the following, which was adopted on the 7th day of December, 1859 :

The course of instruction in the Schools shall be as follows :

Primary Schools.

Class 5.—The alphabet, and its combinations into words and syllables.

Class 4.—Spelling, Reading, Punctuation, Definitions, Roman numbers, Mental Arithmetic, and Tables in Addition.

Class 3.—Mental Arithmetic, including the Multiplication table, Spelling, Reading, and Definitions.

Class 2.—Mental Arithmetic, Spelling, Reading, and Definitions, Writing, and Drawing on Slates ; Geography with Outline Maps, and Common Arithmetic through subtraction.

Class 1.—Spelling, Reading, and Definitions, Tables of Weights, Time, Measures, &c. ; Mental Arithmetic, Common Arithmetic, through Short Division, and Primary Geography completed ; each class shall be reviewed before promotion to an advanced grade.

Vocal Music and lessons on Natural Objects and Common Things through the course.

In Primary Schools where promotions cannot be made from the crowded state of the Grammar Schools, the course of in-

struction may be continued so as to embrace the studies prescribed for Grades six and seven of the Grammar Schools.

Grammar Schools.

There shall be seven grades of study for the several Grammar Schools, each of which shall be completed in its order, before entering upon the next grade. No promotions shall be made from any grade until its prescribed course has been thoroughly completed and reviewed. Exercises in Reading, Spelling, and Definition, shall be continued in the six lower grades.

GRADE VII.

Arithmetic, mental and written, including Simple Rules and Federal Money—and Geography, with Outline Maps of North America.

GRADE VI.

Arithmetic, mental and written, including Reduction and Compound Multiplication—and Geography, with Outline Maps of North and South America, and of the United States.

GRADE V.

Arithmetic, including Compound Division and Common and Decimal Fractions, without their Applications to denominate numbers—Geography of Europe, with Outline Maps and Map Drawing—and English Grammar, through Etymology, with Simple Parsing.

GRADE IV.

Arithmetic, including Fractions completed, and Proportion, English Grammar, through Syntax, with Parsing—Geography of Asia and Africa, with Outline Maps and Map Drawing—and History of the United States, through the French and Indian War.

GRADE III.

Arithmetic, including Interest, Discount, Percentage, and Profit and Loss—Geography thoroughly reviewed, with Map Drawing—Parsing—and History of the United States, through the Revolutionary War.

GRADE II.

Arithmetic completed, Algebra as far as Simple Equations Parsing—Outlines of Astronomy and Natural Philosophy—History of the United States completed—Composition and Declamation.

GRADE I.

Algebra, as far as Quadratic Equations, inclusive—Book-keeping, Constitution of the United States—Composition and Declamation—General History, with Outlines of Chemistry, Physiology, and Natural History.

Vocal Music, Writing, and Drawing, shall form a part of the regular course of instructions in each Class.

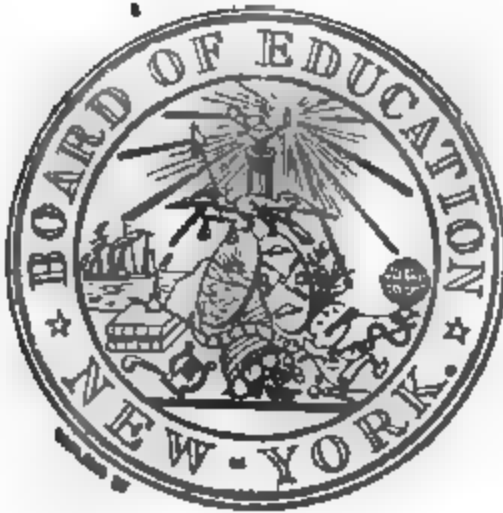
The hours from nine A. M. to twelve M., on Wednesday of each week, shall be set apart, by the Principal of each Grammar School, for a review of the studies of the previous week, at which review all text-books shall be laid aside by teachers and pupils.

Every general examination for promotion to a higher grade shall be preceded by a thorough review of all the branches previously pursued in the same department.

The foregoing Grades shall not interfere with the classification of the Schools, but the course of study, as prescribed in the several grades, shall be rigidly followed.

Valuable information, other than that above enumerated, will be found in the report herewith presented. The whole is sub-

mitted with a full conviction that our popular system of public instruction is meeting the reasonable expectations of the people of this great and prosperous city. The Board are happy in expressing the belief that the rising generation, who are the immediate recipients of its blessings, are receiving, through its instrumentality, a suitable preparation for a proper discharge of their duties as American citizens.



WILLIAM E. CURTIS,
President.

THOMAS BOESÉ.
Clerk.

SCHEDULE No. 1.

MEMBERS OF THE BOARD OF EDUCATION

FOR THE YEAR 1859.

WARDS.

1. JOHN O'GRADY, Jr.,
CHARLES McCAY.
2. JARED A. TIMPSON,
JAMES WATSON.
3. HUGH G. CROZIER,
ROBERT S. GOULD.
4. THOMAS FITZGERALD,
CHARLES J. DOUGHERTY.
5. WILLIAM B. EAGER, Jr.,
JAMES M. TUTHILL.
6. RICHARD BARRY,
MICHAEL BEGG.
7. DANIEL COGER,
WILLIAM D. ANDREWS.
8. WILLIAM BLOOMFIELD,
WILLIAM TUCKER.
9. CHARLES E. GILDERSLEVE,
JAMES W. FARR.
10. DANIEL SLOTE,
JOEL W. MASON.
11. GEORGE WHITE,
CHRISTIAN METZGAR.

WARDS.

12. ABRAHAM V. WILLIAMS,
ROBERT O. GLOVER.
13. ADONIAH H. BRUMMELL,
ALONZO G. REYNOLDS.
14. ANDREW H. GREEN,
ANDREW L. BYRNE.
15. ERASTUS C. BENEDICT,
RICHARD WARREN.
16. ROBERT A. ADAMS,
WILLIAM R. STAFFORD.
17. JAMES CUSHING, Jr.,
SAMUEL CANTRELL.
18. WILLIAM E. CURTIS,
JAMES FAIRMAN.
19. TERENCE FARLEY,
HUGH McCABE.
20. OLIVER H. LEE,
NELSON J. WATERBURY.
21. JOHN DAVENPORT,
LAFAYETTE RANNEY.
22. JOHN O'KEEFE,
JAMES MARRINER.

OFFICERS OF THE BOARD OF EDUCATION.

<i>President</i>	RICHARD WARREN.
<i>Clerk</i>	THOMAS BOESE.
<i>Deputy Clerk</i>	MYRON FINCH.
<i>Finance</i> "	GEORGE W. COOPER.
<i>Recording Clerk</i>	THOMAS T. BENNETT.
<i>Depository</i> "	HENRY C. BOYD.
" "	CHARLES H. GILBERT.
" "	EDWIN COE.
<i>Porter for Depository</i>	JOHN KILLALLEE.
<i>City Superintendent of Schools</i>	SAMUEL S. RANDALL.
<i>Assistant</i> " "	HENRY KIDDLE.
" " "	SAMUEL W. SETON.
" " "	WILLIAM JONES, JR.
<i>Superintendent of School Buildings</i>	ANNON MACVEY.
<i>Inspector of Fuel</i>	JOHN E. WHITE.
<i>Messenger in Clerk's Office</i>	JOHN G. WHITE.
<i>Janitor of the Hall of the Board</i>	CHARLES REILLY.

STANDING COMMITTEES OF THE BOARD OF EDUCATION.

1. *Executive Committee on Free Academy*.—Messrs. Williams, Bloomfield, Adams, Tuthill, Curtis, Crozier, Ranney.
2. *Executive Committee on Evening Schools*.—Messrs. Gildersleve, White, Mariner, Timpson, Slote, Byrne, Farley.
3. *Executive Committee on Normal Schools*.—Messrs. Eager, Dougherty, Mason, O'Keefe, Farr, Stafford, O'Grady.
4. *Committee on the Annual Report*.—Messrs. Adams, Brummell, Cogger, O'Keefe, Crozier.
5. *Finance Committee*.—Messrs. Cushing, Fairman, Glover, Tucker, Cogger

6. *Committee on New Schools.*—Messrs. Tucker, Lee, Davenport, Watson, Waterbury.
7. *Committee on Sites and School Houses.*—Messrs. Tuthill, Timpson, Adams, Farley, Gould.
8. *Committee on School Furniture.*—Messrs. Cantrell, Glover, Mason, Byrne, Metzgar.
9. *Committee on Warming and Ventilation.*—Messrs. Lee, Green, Eager, Benedict, Davenport.
10. *Committee on Repairs.*—Messrs. Cogér, Reynolds, Tucker, O'Keefe, Metzgar.
11. *Committee on Supplies.*—Messrs. Davenport, Cushing, Lee, Slote, Curtis.
12. *Auditing Committee.*—Messrs. Andrews, Brummell, Stafford, Dougherty, Crozier.
13. *Committee on By-Laws, Rules, and Regulations.*—Messrs. Adams, Curtis, Waterbury, Andrews, Marriner.
14. *Committee on Elections and Qualifications.*—Messrs. Stafford, McCabe, Barry, Andrews, Fitzgerald.
15. *Committee on Correspondence.*—Messrs. Byrne, Watson, Farr, White, Begg.
16. *Committee on Course of Studies and School Books.*—Messrs. Ranney, Williams, Eager, Bloomfield, Benedict.
17. *Committee on Teachers.*—Messrs. Fairman, Ranney, Gildersleve, McCabe, Gould.
18. *Committee on Salaries and Offices.*—Messrs. Mason, Watson, O'Grady, Cantrell, Reynolds.
19. *Committee on Libraries.*—Messrs. Waterbury, Dougherty, Green, Timpson, Williams.
20. *Committee on Free Scholarships.*—Messrs. Brummell, Fitzgerald, Farley, McCabe, Barry.
21. *Committee on Printing.*—Messrs. Farr, Fairman, Marriner, Slote, Gildersleve.
22. *Committee on Annual Estimate and Apportionment.*—Messrs. Benedict, Begg, O'Grady, Gould, McCay.

COMMISSIONERS, INSPECTORS, AND TRUSTEES OF COMMON SCHOOLS.

FIRST WARD.

Commissioners.

John O'Grady,
Charles McCay.

Inspectors.

Michael Sullivan,
Thomas Brennan.

Trustees.

John H. Williams,
William Jennett,
Nicholas Dimond,
P. T. Carney,
James Wood,
James Fitzgerald,
James Burns.

THIRD WARD.

Commissioners.

Robert S. Gould,
Hugh G. Crozier.

Inspectors.

Amos Stookey,
A. J. McGrath.

Trustees.

Samuel H. McCray,
John L. Bleakley,
Henry W. Lecomte,
T. R. Hibbard,
Ed. B. Heath,
Aug. P. Heath,
Daniel Mooney,
Enoch Smith.

FIFTH WARD.

Commissioners.

James M. Tuthill,
William B. Eager, Jr.

Inspectors.

John Besson,
Samuel F. Barger.

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Andrew W. Leggat,
Charles C. Nott,
James S. Seofield,
William Kemble,
James B. Dupignac,
John L. Roome,
James Darrach,
Benjamin R. Concklin.

SECOND WARD.

Commissioners.

Jared A. Timpson,
James Watson.

Inspectors.

James W. Manning,
John H. De Forrest.

Trustees.

James Raymond,
Michael McGowan,
Joseph Manning,
Robert I. Finlay,
Joseph H. White,
Edward D. Pepper,
Walter Joyce,
John Shipstone.

FOURTH WARD.

Commissioners.

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Charles J. Dougherty.

Inspectors.

Dennis Hogan,
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Trustees.

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James Reilly,
John Oliver,
Edward M. Morris,
John Shea,
Edmund J. Kelly,
George W. Casserly.

SIXTH WARD.

Commissioners.

Richard Barry,
Michael Begg.

Inspectors.

Thomas White,
Thomas Farrell.

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George Pearson,
James McGuire,
Henry F. Gallagher,
Edward J. McGloin,
William Cantwell,
Francis O'Rorke,
Vacancy.

SEVENTH WARD.

Commissioners.

Daniel Coger,
William D. Andrews.

Inspectors.

Jos. E. Snodgrass,
Orlando Gray.

Trustees.

Mahlon T. Hewit,
David P. Arnold,
Nathaniel M. Terry,
Bernard Smyth,
John Witherell,
Richard Poillon,
Oliver W. Woodford,
William L. Wood.

EIGHTH WARD.

Commissioners.

William Bloomfield,
William Tucker.

Inspectors.

John Dixon,
Joseph D. Martin.

Trustees.

Eliphalet Bootman,
Henry A. Morgan,
S. J. Montgomery,
Robert T. Wild,
William Forbes,
Matthias Clark,
William Westerfield,
Abraham T. Riker.

NINTH WARD.

Commissioners.

Charles E. Gildersleve,
James W. Farr.

Inspectors.

William E. Beardsley,
Augustus F. Dow.

Trustees.

Henry P. Lee,
McDonough Bucklin,
Alexander H. Keech,
W. Irving Adams,
John Kennard,
James W. Booth,
Charles S. Wright,
James H. Townsend.

TENTH WARD.

Commissioners.

Daniel Slote,
Joel W. Mason.

Inspectors.

John J. McGowan,
Edward A. Fraser.

Trustees.

Jacob Raynor,
Theodore Ward,
Benjamin H. Willis,
Peter Parks,
James M. Glover,
Herman Gutman,
Cornelius Corson,
Andrew J. Kasmire.

ELEVENTH WARD.

Commissioners.

George White,
Christian Metzgar.

Inspectors.

Ross McGuire,
Charles Curtiss.

Trustees.

Samuel S. Acker,
John Pickford,
John Mason,
Samuel Gillis,
Michael Cunningham,
Andrew R. Jackman,
Jesse Davis,
Samuel H. P. Meigs.

TWELFTH WARD.

Commissioners.

Abm. V. Williams,
Robert O. Glover.

Inspectors.

John Moore,
William Hartman.

Trustees.

James Davis,
H. H. Gregory,
David W. Hurd,
John M. Reed,
Charles Boice,
Blazious Ryor,
Robert G. Walmsley,
Vacancy.

THIRTEENTH WARD.

Commissioners.

Adonijah H. Brummell,
Alonzo G. Reynolds.

Inspectors.

R. G. Newkirk,
L. Withington.

Trustees.

Garrett M. Losee,
Henry Bausher,
G. Roberts,

William B. McManus,
J. A. Flack,
George W. Thurber,
George G. Hallock,
Robert Fair.

SIXTEENTH WARD.

Commissioners.

Robert A. Adams,
William R. Stafford.

Inspectors.

John W. Hogencamp,
William McClellan.

Trustees.

Samuel Moore,
James Pollock,
Thomas Christy,
Alexander Ming,
John De Lamater,
George P. Brown,
James Horner,
Augustus C. Booraem.

Inspectors.

James W. Gerard,
Henry Quackenboss.

Trustees.

James M. Edney,
William K. Strong,
Charles G. Murch,
John Foster,
James B. Brady,
Cornelius R. Agnew,
Dewitt C. Weeks,
Daniel T. Macfarlan.

FOURTEENTH WARD.

Commissioners.

Andrew L. Byrne,
Andrew H. Green.

Inspectors.

Henry Manron,
Michael Corcoran.

Trustees.

P. Dolan,
John Freel,
James O'Neill,
Henry P. West,
David Hastings,
John H. Chambers,
Patrick Brennan,
Joseph Haggarty.

NINETEENTH WARD.

Commissioners.

Terence Farley,
Hugh McCabe.

Inspectors.

Jeremiah Towle,
Thomas McManus.

Trustees.

Charles Smithson,
W. J. McDivitt,
William H. Rich,
Daniel Gallagher,
Stephen M. Drew,
Denis McCarthy,
Michael Falihee,
Francis Stacom.

FIFTEENTH WARD.

Commissioners.

Richard Warren,
Erastus C. Benedict.

Inspectors.

John B. Stevens,
John M. Knox.

Trustees.

Edward L. Beadle,
Linus W. Stevens,
Samuel Hotaling,
Richard C. McCormick,
Thomas Denny,
James D. Oliver,
Eli Goodwin,
William N. Blakeman.

SEVENTEENTH W'RD.

Commissioners.

James Cushing, Jr.,
Samuel Cantrell.

Inspectors.

William Hibbard,
John C. Chamberlain.

Trustees.

William H. Vanderhoof,
John Lloyd,
Smith Ely, Jr.,
Thomas B. Barnaby,
Elisha R. Belcher,
George A. Jeremiah,
Francis Duncan.

TWENTIETH WARD.

Commissioners.

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Nelson J. Waterbury.

Inspectors.

Peter H. Duncan,
Daniel Hogencamp.

Trustees.

Edwin Dobbs,
Caspar Myers,

EIGHTEENTH WARD.

Commissioners.

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James Fairman.

Henry Larkin,
Robert Taylor,
Watts C. Livingston,
William Menck,
John H. Morris,
Peter Lodewick.

—
TWENTY-FIRST W'RD.
Commissioners.

Lafayette Ranney,
John Davenport.

Inspectors.
Lewis S. Thomas,
Edwin N. Bloom.

Trustees.

Richard Kelly,
B. B. Atterbury,
E. F. Rogers,
N. B. Mountfort,
John Stephenson,
James Dennis,
B. B. Chappell,
Thompson W. Decker.

—
TWENTY-SECOND W.
Commissioners.

John O'Keefe,
James Marriner.

Inspectors.

Edward Timpson,
James C. Burnham.

Trustees.

William Holmes,
Patrick Murphy,
John Adams,
John M. Helck,
Adna H. Underhill,
B. P. Fairchild,
Terence Riley.

Schedule No. 2.

Names of Persons employed in the several Schools under the control of the Board of Education.

FACULTY OF THE FREE ACADEMY.

Horace Webster, LL. D., President of the Faculty and head of the Department of Philosophies.

John Jason Owen, D. D., Vice-President of the Faculty and head of the Department of Ancient Languages.

Wolcott Gibbs, M. D., Department of Physical Science.

Gerardus Beekman Docharty, LL. D., Department of Pure Mathematics.

John Augustus Nichols, A. M., Department of Mixed Mathematics.

Charles Edward Anthon, A. M., Department of History and Belles-Lettres.

John Graeff Barton, A. M., Department of English Language.

Jean Roemer, LL. D., Department of Modern Languages.

G. B. Docharty, LL. D., Secretary.

INSTRUCTORS IN THE FREE ACADEMY.

Horace Webster, LL. D., Principal and Professor of Moral, Intellectual and Political Philosophy.

John Jason Owen, D. D., Vice Principal and Professor of the Latin and Greek Languages and Literature.

Wolcott Gibbs, M. D., Professor of Chemistry and Physics.

Gerardus Beekman Docharty, LL. D., Professor of Pure Mathematics.

John Augustus Nichols, A. M., Professor of Mixed Mathematics.

Charles Edward Anthon, A. M., Professor of History and Belles-Lettres.

John Graeff Barton, A. M., Professor of the English Language and Literature.

Jean Roemer, LL. D., Professor of the French Language and Literature.

Agustin José Morales, LL. D., Professor of the Spanish Language and Literature.

Theodor Gustav Glaubenskee, Professor of the German Language and Literature
 Herman Joseph Aloys Koerner, Ph. D., Professor of Drawing.
 Robert Ogden Doremus, M. D., Professor of Natural History and Physiology.
 Joel Tyler Benedict, A. M., Adjunct Professor of Pure Mathematics.
 George Washington Huntsman, A. M., Adjunct Professor of Moral, Intellectual
 and Political Philosophy.
 Joseph Howard Palmer, A. M., Tutor in Pure Mathematics.
 William Beinhauer Silber, A. M., Tutor in Ancient Languages.
 Benjamin Arad Sheldon, A. M., Tutor in Pure Mathematics.
 Alfred George Compton, A. M., Tutor in History and Belles-Lettres.
 Arthur McMullen, A. M., Tutor in Pure Mathematics
 Casimir Fabregou, A. M., Tutor in French.
 Adolph Werner, S. B., Tutor in History and Belles Lettres.
 Samuel Gould Jelliffe, A. B., Tutor in History and Belles Lettres.
 William Mellen Banks, A. B., Tutor in Ancient Languages.
 James Godwin, A. B., Tutor in Pure Mathematics.
 Lucien Oudin, A. M., Tutor in French.
 Solomon Israel Woolf, A. B., Tutor in Drawing.
 James Knox, A. B., Tutor in English.
 Joseph Oakley Nodyne, A. M., Librarian and Registrar.
 James Randolph Brant, A. M., Assistant in the Laboratory.
 Grosvenor Waters, Janitor.
 Daniel McEvoy, Assistant Janitor.

TEACHERS IN THE NORMAL SCHOOLS.

Principal, - - - - - Leonard Hazeltine.

MALE NORMAL SCHOOL.

David Patterson, William H. Wood, John G. McNary

FEMALE NORMAL SCHOOL.

Vice-Principal, - - - - Susan Wright.

John H. Fanning,	Michael J. O'Donnell,	Rosina G. Hartman,
David B. Scott,	William Smeaton,	Henrietta Dutch,
William Belden, jr.	Thomas Hunter,	Anna Ward,
James H. Partridge,	Sarah A. Bunker,	Anna M. Marsh,
Thomas F. Harrison,	Clara Edmonds,	Francis E. A. Gutch.
	Wm. H. Wood, Music.	

COLORED NORMAL SCHOOL.

Principal, - - - - - John Peterson,
Charles L. Reason.

DAILY NORMAL SCHOOL FOR GIRLS.

Principal, - - - - - Susan Wright.

S. Elizabeth Verrinder,	D. H. Cruttenden,	S. B. Stearns,
George Batchelor,	John A. Sconcia,	Music.

TEACHERS IN THE WARD SCHOOLS.

SCHOOL No. 1.

245 William street—Fourth Ward.

BOYS' DEPARTMENT.

William W. Smith,
Edward A. Walsh,
Michael H. Keily,
George F. Wickes,
Mary A. Mahoney,
Mary A. O'Brien.

GIRLS' DEPARTMENT.

Cornelia Honeywell,
Helena Raymond,
Anna M. Cudlipp,
Eliza McLaughlin,
Sarah Quinn,
Joanna Murphy.

PRIMARY DEPARTMENT.

Harriet M. Megie,
Martha S. Brennan,
Jane E. Irvine,
Rose T. Martin,
Theresa M. Gill,
Emily E. McCallum,
Mary A. Bergman,
Mary F. O'Brien,
Eliza F. Carey,
James W. Alden, Music,
Thos. Hanrahan, Janitor.

SCHOOL No. 2.

116 Henry street—Seventh Ward.

BOYS' DEPARTMENT.

Chas. H. Kimball,
Nath'l P. Henderson,
Ardelia H. Prince,
Margaret A. Barnum,
Sarah A. Dunbar,
Catharine J. Delany,
Mary W. Lowrey,
Vacancy.

GIRLS' DEPARTMENT.

Isabella G. Richards,
Delia F. Lockwood,
Josephine Irwin,
Cath. M. Williams,
Sarah M. Reeve,
Rebecca S. Lowrey,
Maria L. Romer,
Delia A. Masters.

PRIMARY DEPARTMENT.

Sarah Conklin,
Elizabeth A. Blanchard,
Eliza C. Budd,
Adeline E. Anderson,
Harriet A. Budd,
Lucia A. Ritterband,
Jane A. Smith,
Elizabeth Brown,
Mary E. Whitehart,
Mary E. McKillop,
Mary E. Stainburn,
George W. Pettit, Music,
James Nolan, Janitor.

SCHOOL No. 3.

Corner of Hudson and Greene streets—Ninth Ward.

BOYS' DEPARTMENT.

David Patterson,
B. D. L. Southerland,
George Brinkerhoff,
John Demarest,
Mary J. Mead,
Louisa Barton,
Mary A. King,
Josephine Adee.

GIRLS' DEPARTMENT,

Isabella F. McCormick.
Elizabeth Pope,
Lizzie Cavanagh,
Eliza J. Birch,
Mary J. Davis,
Emma J. Cavannah,
Jane M. Hill,
Elizabeth Smith,
Annie Royce.

PRIMARY DEPARTMENT.

Mary C. Brombush,
Sarah J. Dornan,
Eliza B. Scudder,
Sarah M. George,
Caroline Wilson,
Mary Wainwright,
Mary Chisholm,
Helen McIndoe,
Elma Lent.
Maria J. Wright,
James A. Johnson, Music,
George Batchelor, French,
Charles Severyn, Drawing,
Abraham Demarest, Janitor

SCHOOL No. 4.

203 Rivington street—Thirteenth Ward.

BOYS' DEPARTMENT.

James D. Demilt,
Dubois B. Frisbee,
Russell Raymond,
Margaret Miller,
Augusta Scofield,
Nancy Mosher,
Halina Parmenter,
Elizabeth J. Hunter.

GIRLS' DEPARTMENT.

Catharine White,
Jane Moon,
Albertine Cooley,
Martha Rhoades,
Harriet T. Delong,
Ann Cushing,
Emily E. McKinney,
Jeannette Robertson,
Annette Raywood.

PRIMARY DEPARTMENT.

Emily A. White,
Sarah E. Bertine,
Mary A. Leuba,
Mary J. Blair,
Mary J. Robinson,
Ann M. Robertson,
Lucy A. Roberts,
Julia A. Clark,
Mary E. Gray,
Jane E. Bruen,
Mary A. Bertine,
Mary E. Galvin,
Alvina Kerr,
George H. Curtis, Music.
Charles Severyn, Drawing,
Fred'k A. Morgan, Janitor.

SCHOOL No. 5.

*222 Mott street—Fourteenth Ward.***BOYS' DEPARTMENT.**

Michael J. O'Donnell,
 Michael A. Curran,
 Thomas Moore,
 James Toal,
 James F. Gilchrist.

GIRLS' DEPARTMENT.

Mary J. Dowling,
 Mary J. Hunter,
 Helena Connolly,
 Emma J. Scatliff,
 Eliza A. R. Dalton.

PRIMARY DEPARTMENT.

Mary T. Shepard,
 Margaret A. Mather,
 Mary T. Grace,
 Mary E. Perham,
 Mary J. Jones,
 Mary E. McGill,
 Charlotte E. Gray,
 Jane A. Gormly,
 Ellen T. Hayes,
 Kate Sweeny,
 George W. Pettit, Music,
 Francis Melville, Drawing.
 Peter Brulte, Janitor.

SCHOOL No. 6.

*Randall's Island—Twelfth Ward.***BOYS' AND GIRLS' DEPARTMENT.**

Thomas P. Okie,
 Harriet J. Craver,
 Mary E. Bryant,
 Sarah L. Payne,
 Imogene A. Collins,
 Matilda M. Garrett,
 Ann M. G. Canty.

PRIMARY DEPARTMENT.

Harriet J. Spofford,
 Sarah J. Linderman,
 Mary A. Green,
 Elizabeth M. Hammond,
 Mary McMartin,
 Julia E. McKevitte,
 Josephine B. Hulen,
 Susan M. Thompson,
 Andrew R. Tully, Music,
 John Campbell, Janitor.

SCHOOL No. 7.

60 Chrystie street, near Canal—Tenth Ward.

BOYS' DEPARTMENT.

Samuel D. Allison,
 Jacob T. Boyle,
 Joseph H. Wiley,
 Robert B. McClay,
 Emeline Olson,
 Clarissa A. Root,
 Harriet E. Irwin,
 Mary C. Lawrence,
 Francis Melville, Drawing.

GIRLS' DEPARTMENT.

Sarah A. Bunker,
 Isabella Stevens,
 Ellen L. Chapman,
 Mary C. Kennard,
 Catharine M. Reed,
 Mary E. Trembley,
 Mary E. Robinson,
 Charles Severyn, Drawing.

PRIMARY DEPARTMENT.

Maria Reuck,
 Maggie A. Boyd,
 Eliza T. White,
 Susan K. Vandewater,
 Amelia Souer,
 Sarah F. Knapp,
 Mary E. Topping,
 Helen M. Sammis,
 Maria L. Weaver,
 Martha J. Hamlin,
 Mary E. McCormick,
 Mary A. Stagg,
 George F. Bristow, Music,
 Gerdon M. Florentine, Jan.

SCHOOL No. 8.

64 Grand street, near Wooster—Eighth Ward.

BOYS' DEPARTMENT.

Cornelius A. Cooper,
 Sylvester G. Penfield,
 Henry W. Hayward,
 Catharine Kane,
 Sarah E. Hopper,
 Georgiana Dugan.

GIRLS' DEPARTMENT.

Elizabeth F. King,
 Mary E. Houseworth,
 Catharine L. Conart,
 Annie Barry,
 Caroline Birch.

PRIMARY DEPARTMENT.

Martha G. Ring,
 Margaret Felt,
 Frances A. Stevens,
 Susan R. Brown,
 Rebecca N. Webb,
 Esther A. Griffin,
 Rebecca Kohler,
 Margaret Breen,
 Eveline D. Baird,
 Harriet Bartine, Floating,
 Francis H. Nash, Music,
 John Craft, Janitor.

SCHOOL No. 9.

Eighty-second street and Eleventh Avenue—Twenty-second Ward.

BOYS' DEPARTMENT.

John D. Robinson,
 John Jasper, Jr.
 Amelia W. Hanaway,
 Carrie L. Finch,
 Mrs. H. M. Brennan, Music,
 Louisa M. Corbin, Drawing,

GIRLS' DEPARTMENT.

Maria Jasper,
 Mary Tuthill,
 Emily S. Hanaway,
 Mary J. Brennan,
 Alphonse Grollier, French,
 Esther Wunnenberg, Janitress

SCHOOL No. 10.

180 Wooster street, near Bleecker—Fifteenth Ward.

BOYS' DEPARTMENT.

John F. Stoddard,
Joel Blackmer,
C. J. Conway,
Hannibal Robinson,
Mary H. Semple,
Mary A. Knox.

GIRLS' DEPARTMENT.

Jane M. Linsey,
Emma L. Thompson,
Harriet H. Peake,
Mary Barker,
Anna M. Wiggins,
Sophia J. Russell.

PRIMARY DEPARTMENT.

Anna M. Rogers,
Mary H. Beach,
Marion A. Bliven,
H. Amanda Irving,
Annie B. Emerson,
Sarah Kyser,
Sarah E. Faulds,
Annie A. Bliven,
George F. Bristow, Music.
John D. Breckenfield, Jan.

SCHOOL No. 11.

Seventeenth street, near Eighth Avenue—Sixteenth Ward.

BOYS' DEPARTMENT.

John G. McNary,
Alonzo Hopper,
Silas W. Randall,
Edward Carrington, Jr.,
M. Isabel Oakley,
G. Morton Mitchell,
Margaret A. Boak,
Agnes Jackson,
Marion L. Young.
Vacancy.

GIRLS' DEPARTMENT.

Mary S. Preston,
Serena A. Goodwin,
Martha C. Houseworth,
Jane A. Flemming,
Anne E. Thompson,
Abbie M. Saunders,
Emma Fryer,
S. Amanda De Baun,
Marietta Stanley,
Sarah A. Crist.

PRIMARY DEPARTMENT.

Abby N. Beale,
Elizabeth Beale,
K. Amelia De Baun,
Mary E. Phelan,
Harriet F. Howe,
Phœbe Conklin,
Mary F. Vandervoort.
Mary A. McEntee,
Sarah C. Bostwick,
Julia De Con,
Elizabeth A. Coe,
Kate F. Ritchie,
Hannah V. Stratton,
Margaret J. Welsh,
Heleh Mac Linsay,
Elizabeth Graham,
Hannah S. Wingate,
J. C. Woodman, Music,
George Batchelor, French.
W. S. McLauren, Pens'hp.
Michael N. Sharp, Jan or

SCHOOL No. 12.

*371 Madison street, near Jackson—Seventh Ward.***BOYS' DEPARTMENT.**

John H. Fanning,
Robert J. Furney,
Oscar Hinchman,
Charlotte F. Glover,
Sophia Cook,
Sara Macdonald,
Maskell E. Fox.

GIRLS' DEPARTMENT.

Anna M. Marsh,
Mary M. Ryckman,
Ida Louisa Peters,
Sarah Ga Nun,
Martha Moore,
Carrie H. Douglass.

PRIMARY DEPARTMENT.

Nancy E. Hoyt,
Susan A. McAuley,
Mary J. Carrier,
Sarah A. Ball,
Annie M. Glazier,
Sarah L. Harris,
Margaret E. Smith,
Sarah G. Clarke,
H. Louise Eldridge,
Mary McAuley,
Annie E. Ryckman,
George W. Pettit, Music.
Henry Kelly, Janitor.

SCHOOL No. 13.

*298 Houston street, between Essex and Norfolk—Seventeenth Ward.***BOYS' DEPARTMENT.**

Leonard Hazeltine,
Robert H. Pettigrew,
Nathan Upham,
Mary D. Johnson,
Mary J. McCoy,
F. E. Brueninghausen,
Louisa Bildersee,
S. Fannie Le Petite.

GIRLS' DEPARTMENT.

Georgina M. Watson,
Sarah J. De Grove,
Edith P. Sill,
Sarah E. Crane,
Marietta Egbert,
Mary T. Devereaux,
Hannah A. Sill,
Phebe A. Kendall,

PRIMARY DEPARTMENT.

Mary L. Harris,
Kate L. Smith,
Esther E. Noe,
Annie E. Van Vorst,
Mary A. Dunbar,
Mary L. Hickok,
Fannie C. Kirk,
Caroline E. Noe,
Agnes Hadden,
Kate J. Truss,
Maude L. Dame,
Francis Melville, Drawing.
Aug. Vradenburg, Janitor.

SCHOOL No. 14.

Twenty-seventh street, near Third Avenue—Twenty-first Ward.

BOYS' DEPARTMENT.

La Fayette Olney,
George H. Albro,
Rosina G. Hartman,
Emma Turner.
Frances J. Graham,
Susan A. Sparling,
James R. Pettigrew,
Caroline F. Elwell,
Deziah Buckelew,
John McCullough.

GIRLS' DEPARTMENT.

Caroline F. Whiting,
Mary Kemp,
Hester Platt,
Sarah Hazeltine,
Laura Osborne,
Ellen Winchell,
Lizzie Steele,
Emma Goodenough.

PRIMARY DEPARTMENT.

Kate H. Myers,
Martha L. Doake,
Emily J. Edwards,
Mary J. Oelzner,
Annie R. Holman,
Ella F. Goodwin,
Harriet S. Goodnow,
Mary R. Simpson,
Rebecca B. Dwight,
Mary D. Delavan,
Ellen J. Bacon,
Chloe A. Lapham,
Sarah E. Burke,
Francis H. Nash, Music.
Sigismund Schuster, Dra'g
Patrick Doherty, Janitor.

SCHOOL No. 15.

289 Fifth street—Eleventh Ward.

BOYS' DEPARTMENT.

N. P. Beers,
James J. McCoy,
Moulton Emery,
Martha Turner,
Caroline Canfield,
Annie E. Gillis,
Louisa Murray,
Mary L. Willis,
Kate Stanton,
Sarah C. Hall.

GIRLS' DEPARTMENT.

Urania Downs,
Mary J. Patten,
Sarah Messenger,
Urania D. Secord,
Emma E. Fairfield,
Harriet N. Lugar,
Maria E. Hull.
Adelaide Hardy.

PRIMARY DEPARTMENT.

Mary J. Vanderhoof,
Annie E. Ketcham,
Amanda M. Carman,
Julia A. Cook,
Euphemia Young,
M. J. McCaffray,
Susan Doyle,
Sarah C. Lewis,
Jane E. Schureman,
Cornelia A. Carman,
Elizabeth Gilfillan,
Lydia A. Arkills,
Kate Thompson,
George W. Pettit, Music.
Francis H. Nash, "
Daniel Brown, Janitor

SCHOOL No. 16.

138, 140, 142, and 144 West Thirteenth street—Ninth Ward.

BOYS' DEPARTMENT.

Arthur Murphy,
William J. Kennard,
Dayton W. Searle,
Georgiana Harriott,
Mary Jane De Graw,
Elizabeth Wilson,
Jennet McLuskey.

GIRLS' DEPARTMENT.

Virginia M. Oakley,
Sarah P. Browne,
Emily Scudder,
Catharine Jagger,
Vacancy,
Mary Jane Anderson,
Eleanor Firth,

PRIMARY DEPARTMENT.

Mary Oliver,
Amelia Lynbeck,
Elizabeth Sleight,
Melissa Thorp,
Amelia Blakely,
Elizabeth Blake,
Ellen Finnegan,
James A. Johnson, Music.
William Chenoweth, Jan.

SCHOOL No. 17.

Forty-seventh street, bet. Eighth and Ninth Avenues—Twenty-second Ward.

BOYS' DEPARTMENT.

James Monteith,
William A. E. Davis,
Robert Burden,
Jerome A. Eisenlord,
Mary M. Slater,
Frances J. Scarlett,
Frederick W. James,
Charles F. Hartman,
Charles T. Brush.

GIRLS' DEPARTMENT.

Amelia Kiersted,
Georgiana M. Bunker,
Caroline E. Church,
Susan C. Brick,
Agnes McCartney,
Mary J. Swift,
Charity Dealing,
Adeline E. Marsh.

PRIMARY DEPARTMENT.

Alvira S. Beach,
Kate C. Kenny,
Ann E. McEntee,
Maria Ackerman,
Delia W. Moore,
Sarah A. Whitehead,
Louise Kyle,
Anna M. Hoffman,
Ann E. Whitten,
Agnes H. Smith,
Anna M. Connor,
Elizabeth C. Burnett,
Maria T. Daly,
Mary A. Delaney,
Marion Downs,
Francis H. Nash, Music.
Alphonse Grollier, French.
Louise W. Corbyn, Paint'g
Ann E. Skiffington, Jan'ss.

SCHOOL No. 18.

Fifty-first street, near Lexington Avenue—Nineteenth Ward.

BOYS' DEPARTMENT.

Euph. Hirst,
Joseph W. Cremin,
Thomas E. Cody,
George H. Moore,
William Carlisle,
Wilbur F. Hudson,
B. T. Forhour,
Mary J. Scanlan.

GIRLS' DEPARTMENT.

Annot A. Rutherford,
Lucy M. O'Connell,
Margaret H. Walsh,
Mary E. Trainor,
Jane Godwin,
Emma C. Wood.

PRIMARY DEPARTMENT.

Cordelia C. Rockwell,
Elizabeth A. Scanlan,
Jane M. McNespice,
Ellen R. Drew,
Annie M. Walsh,
Tabitha D. Corson,
Sophia Christie,
Emily C. Nevins,
Henrietta L. Vredenburg,
Margaret Hagan,
Mary E. Donnelly,
Annie M. Holden,
Julia L. Crowley.
William F. Berry, Jr., Music and Drawing.
John Ryan, Janitor.

SCHOOL No. 19.

Fourteenth street, between 1st and 2d Avenues—Seventeenth Ward.

BOYS' DEPARTMENT.

William Smeaton,
Henry C. Litchfield,
Henry S. Bellows,
Charles S. Bulkley,
Ella M. Flowery,
Catharine A. Buckbee,
Mary J. Poor,
Irene B. Miller.

GIRLS' DEPARTMENT.

Caroline Hazeltine,
Mary E. Hinton,
Anna M. Hazard,
Agnes McFarland,
Emma A. Wicks,
Sarah J. Stuyvesant,
Mary Wilson.

PRIMARY DEPARTMENT.

Sarah E. Buckbee,
Mary C. Hepburn,
Mary H. Tompkins,
Emily Greenwood,
Rose A. Mullan,
Jane E. Haviland,
Anna E. Smith,
Mary A. J. Hunt,
Angelina Goodenough,
Sarah B. Douglass,
Susan C. Stuyvesant,
Frances Melville, Drawing.
William D. Haight, Jan'r.

SCHOOL No. 20.

*Chrystie street, near Delancy.—Tenth Ward.***BOYS' DEPARTMENT.**

Alexander Morehouse,
 Henry William Smith.
 James W. Graff,
 George A. Leonard,
 J. Frank Wright,
 Mary L. Winter,
 Catharine L. Hannah,
 Mary Buckelew,
 Annie Hart.

GIRLS' DEPARTMENT.

Anna Ward,
 Margaret W. Tibbetts,
 Eliza F. Knapp,
 Sarah A. Fisher,
 Sarah Amelia Haynes,
 Harriet N. Hutchings,
 Lucretia Felter,
 Matilda Davis,
 Minnie F. Peppers.

PRIMARY DEPARTMENT.

Annie Thomson,
 Helen Seamen,
 Mary O. Bell,
 Mary A. T. Hamilton,
 Mar't A. T. Lawrence,
 Emeline Voorhees,
 Florinda Cornell,
 Charlotte B. Charlock,
 Jane A. Hutchings,
 Lavinia Stratton,
 Agnes Wright,
 Emily M. Clark,
 Sarah B. Griffiths,
 Bertha Wehle,
 Henrietta Chambers,
 Francis Melville, Drawing.
 Charles Severyn, "
 George F. Bristow, Music.
 Smith Moore, Janitor.

 SCHOOL No. 21.
*Marion street, between Spring and Prince streets—Fourteenth Ward.***BOYS' DEPARTMENT.**

John Boyle,
 William G. Raymond,
 William P. Byrne,
 Edward J. Delany,
 Ellen Birmingham.

GIRLS' DEPARTMENT.

Maria J. Sweeny,
 Eleanor M. Cronin,
 Helen C. O'Brien,
 Susan McConnellogue.

PRIMARY DEPARTMENT.

Fanny Willoughby,
 Catharine M. Connor,
 Emily T. Rice,
 Mary Finnegan,
 Mary Jane Willoughby,
 Mary McLain,
 Mary O'Connor,
 Frances Burrell,
 Ellen T. Canary,
 Henrietta Magraw,
 Mary T. Gibbons,
 Francis Melville, Drawing.
 George W. Pettit, Music.
 John Doran, Janitor.

SCHOOL No. 22.

*Corner of Stanton and Sheriff streets—Eleventh Ward.***BOYS' DEPARTMENT.**

Seneca Durand,
 Sidney W. Merritt,
 George W. Stewart,
 Margaret Patterson,
 Sarah E. Michaels,
 Eliza B. Beilby,
 Melcena Van Etten.

GIRLS' DEPARTMENT.

Francis I. Murray,
 Melinda N. Clarke,
 Julia A. Bell,
 Anna M. Murray,
 Marion W. Holley,
 Cornelia Howe,
 Sarah A. Brown,
 Isabella McVey.

PRIMARY DEPARTMENT.

Sarah H. Keyes,
 Frances Coleman,
 Phebe Mayhew,
 Eugenia Green,
 Mary Marshall,
 Margaret McPhilliamy,
 Sarah Quick,
 Elizabeth Chapin,
 Henrietta Cotter,
 Julia Collier,
 Francis H. Nash, Music,
 Geo. W. Pettit, Music,
 Benj. Demilt, Janitor.

SCHOOL No. 23.

*26 and 28 City Hall Place—Sixth Ward.***BOYS' DEPARTMENT.**

William Mullany,
 Stinson McIver,
 Thomas Gibbons,
 Henry T. Carroll,
 John White,
 Michael McGinn.

GIRLS' DEPARTMENT.

Catharine Duffy,
 Mary J. Gallagher,
 Rose M. O'Neil,
 Mary R. Dolan,
 Elizabeth C. Riley.

PRIMARY DEPARTMENT.

Eliza F. McGrath,
 Joanna Toole,
 Mary McHugh,
 Rosa Cohen,
 Mary McDermott,
 Mary A. Ryan,
 Mary Sherin,
 Mary Quin,
 Marcus Colburn, Music,
 Philip Hirsch, French,
 Sigis'd Schuster, Draw'g.
 James Wymbs, Janitor.

SCHOOL No. 24.

Elm street, near Leonard—Sixth Ward.

BOYS' DEPARTMENT.

James M. Sweeny,
 Anthony T. Gallagher,
 James P. McIvor,
 Hugh P. O'Neil,
 Matthew Murphy,
 John A. Carolin.

GIRLS' DEPARTMENT.

Margaret A. McCosker,
 Honoria D. Hogan,
 Jane A. Grant,
 Frances B. Murray,
 Emma A. Sweeny.

PRIMARY DEPARTMENT.

Mary S. McDermott,
 Alicia M. Kearney,
 Catharine Gallagher,
 Hannan E. Keating,
 Elizabeth O'Donnell,
 Mary E. Clancy,
 Elizabeth McCormick,
 Honora R. Sweeny,
 M. Colburn, Music,
 John Reuter, French,
 S. Shuster, Drawing,
 William Gaughan, Janitor.

SCHOOL No. 25.

13 Oak street—Fourth Ward.

Catharine Lynch,
 Cath. M. Fitzgibbon,
 Elizabeth M. Faye,
 Dora Purcell,

Margaret C. Canary,
 Harriet T. Watson,
 Ellen M. Grogan,
 Samuel Earle, Music,

Mortimer Lyons, Janitor.

SCHOOL No. 26.

Rose street, near Pearl—Fourth Ward.

BOYS' DEPARTMENT.

Oliver O'Donnell,
 John Halpin,
 Patrick C. Leamy,
 Walter K. Ritch.

GIRLS' DEPARTMENT.

Kate M. Griffin,
 Mary J. O'Leary,
 Mary A. Sweney,
 Mar't M. A. McCanary.

PRIMARY DEPARTMENT.

Eliza Reynolds,
 Margaret Donnegan,
 Rose R. Cronly,
 Kate E. O'Brien,
 Eliza Hussey,
 Letitia Fitz Gerald.
 Mary E. L. Keane,
 J. C. Woodman, Music,
 Patrick Hallinan, Janitor.

SCHOOL No. 27.

74 Oliver street—Fourth Ward.

Emily B. Sleight,
 Eleanor D. Irvine,
 Anna Goodwin,
 Anna M. Power,
 Kate A. Evans,
 Elizabeth O'Connell,
 Elizabeth A. McInerney,
 Samuel Earle, Music.
 Ellen Horrigan, Janitress.

SCHOOL No. 28.

40th street, between Seventh and Eighth Avenues—Twenty-second Ward.

BOYS' DEPARTMENT.

Joseph Finch,
 Lewis M. Kolb,
 Oren R. Gross,
 James H. Hallock,
 Emile Beneville,
 Sarah C. Wilson,
 Barbara Gellan,
 Mary F. McKenna.

GIRLS' DEPARTMENT.

Mary Kelly,
 Mary H. Miller,
 Jane Jollie,
 Harriet F. Williams,
 Isabella Dolmage,
 Isabella Dickinson,
 Agnes Dana,
 Mary A. Root.

PRIMARY DEPARTMENT.

Elizabeth W. Garrett,
 Julia M. Scarlett,
 Mary M. Skiffington,
 Mildred L. Johnson,
 Louise M. Osborne,
 Victoria M. Graham,
 Emma Moore,
 Julia M. Elliott,
 Sarah Cartwright,
 Sarah Kolb,
 Jane Harkness,
 Jane T. O'Brien,
 Alice M. Baurens,
 L. W. Corbin, Drawing.
 Francis H. Nash, Music.
 Alph. Grollier, French.
 Mary A. Lambert, Jan'ess.

SCHOOL No. 29.

97 and 99 Greenwich street—First Ward.

BOYS' DEPARTMENT.

L. W. Annan,
 P. W. Connolly,
 Hugh Duffy,
 Edward Schwacofer,
 James B. Treanor,
 Sarah L. Blackburn,
 Abbe A. Wright.

GIRLS' DEPARTMENT.

Caroline A. Tier,
 Caroline A. Masters,
 A. E. Van Boskerck,
 Ellen L. Byrnes,
 Adaline Gates,
 Catharine W. White.

PRIMARY DEPARTMENT.

Ellen M. Hackett,
 Sarah C. Hubie,
 Amy B. Butts,
 Elizabeth W. Carman.
 Jesse McGrigor,
 Mary E. Dunican,
 Elizabeth Carroll,
 Sarah Cohen,
 Missouri G. Finley,
 Fannie E. Morrison.
 Bridget T. Armstrong,
 Laura Ochs,
 Catharine J. Hazzard,
 C. M. F. Conley,
 M. A. T. Kenney,
 Francis H. Nash, Music.
 Francis Melville, Drawing.
 Thomas Brannigan, Jan'r.

SCHOOL No. 30.

Baxter street, near Grand—Fourteenth Ward.

BOYS' DEPARTMENT.

E. McIlroy,
 N. Mulligan,
 J. A. Slevin,
 F. A. Gallagher,
 H. Maddin.

GIRLS' DEPARTMENT.

Catharine C. Connolly,
 Elizabeth Bossuet,
 Alice C. Gormley,
 Mary A. Muldoon,
 Mary E. Brady.

PRIMARY DEPARTMENT.

Ellen T. Ahern,
 Margaret E. Doyle,
 Annie M. Van Riper,
 Hannah T. Collins,
 Eliza E. Dunn.
 Catharine C. McCaffery,
 Mary A. L. Costello,
 Cassie J. McManus,
 Mary E. Peach,
 Margaret E. Smith,
 G. W. Pettit, Music.
 Francis Melville, Drawing.
 Barney Doran, Janitor.

SCHOOL No. 31.

200 Monroe street, near Montgomery—Seventh Ward.

BOYS' DEPARTMENT.

John J. Anderson,
John R. Ames,
William Cole,
Sarah E. Raywood,
William W. Scullard.

GIRLS' DEPARTMENT.

Henrietta Hall,
Emily J. Peck,
Josephine M. Norman,
Adelaide Cooper.

ADVANCED PRIMARY DEP'T.

Matida Mosher,
Emma M. Cole,
Mary A. Hannah,
Susanna Lennox,
Mary S. Ketcham,
Annie A. Moore,
Anna E. Lowes,
Elizabeth Davidson,
Mary Ankers.

PRIMARY DEPARTMENT.

Mary A. Ebbets,
Catharine M. Griffing,
Sarah J. Glasier,
Catharine J. Jones,
Mary M. Fitzpatrick,
Sarah E. Simpkins,
Mary C. Whelan,
Martina M. Ridden,
George W. Pettit, Music.
Robert Robinson, Janitor.

SCHOOL No. 32.

Thirty-fifth street, near Ninth Avenue—Twentieth Ward.

BOYS' DEPARTMENT.

T. Dwight Martin,
William Menzies Adams,
Jared S. Babcock,
Justin Martin,
Richmond B. Elliott,
Janet Young,
Elizabeth Smith,
Rosina Whiteside,
Mary Keeler,
Almira J. Danley.

PRIMARY DEPARTMENT.

Kate P. Brown,
Guilietta R. Kiersted,
Josephine M. P. Hume,
Catharine F. Mahon,
Eliza Cronin,
Jeanette McGowan,
Margaret Adams,
M. Louise Clawson,
Josephine Walker,
Emily B. Jackson,
Henrietta Van Tine,
Annie Disbrow,
Mary E. Underhill,
Sigismund Schuster, Dr'g.
Marcus Colburn, Music.
G. P. Benjamin, "
W. S. McLaurin, Pen'ship
James Divine, Janitor.

SCHOOL No. 33.

West Twenty-eighth st., bet. Ninth and Tenth Avenues—Twentieth Ward.

GIRLS' DEPARTMENT.

Clara M. Edmonds,
 Mary A. Simms,
 Amanda M. Huthwaite,
 Eliza A. Wood,
 Amanda M. Edmonds,
 Mary G. Thompson,
 Elizabeth Loveridge,
 Kate Gordon,
 Kate Ferry,
 H. Kate Courtiss,
 Eliza M. Reynolds,
 Eva C. Edmonds.

PRIMARY DEPARTMENT.

Sarah K. White,
 Margaret Keown,
 Sarah J. Gaddis,
 Sarah M. Gordon,
 Maria J. Thompson,
 Mary F. Thompson,
 Dorothea Dixon,
 Caroline A. Hard,
 Irene M. Gahagan,
 Charlotte Pollock,
 Charlotte Hutchings,
 Mary Arnout,
 Cornelia J. Whitney,
 Deborah Smith,
 Louise Bamman,
 Jessie Dymock,
 Sarah E. Jackson,
 Josephine Walker,
 Sarah Kreemer,
 Jennie Lee,
 Marcus Colburn, Music.
 Cath'e M Lownds, French.
 Wm S. McLaurin, Pen'p.
 Charles Triglar, Janitor.

SCHOOL No. 34.

Broome street, between Sheriff and Willett streets—Thirteenth Ward.

BOYS' DEPARTMENT.

H. C. Martin,
 William M. Jelliffe,
 Benjamin Y. Conklin,
 Emily M. Appleton,
 Josephine Orr,
 Berenice J. Fitz,
 Mary E. Moore,
 Phebe B. Carpenter.

GIRLS' DEPARTMENT.

Harriet N. Goldey,
 Margaret C. Mikels,
 Grace A. Mayhew,
 Lucretia V Flack,
 Caroline H. Appleton,
 Sarah A. Reeves,
 Josephine Ostrander.

PRIMARY DEPARTMENT.

Jane Rutherford,
 Margaret F. Maguire,
 Mary J. Fairchild,
 Harriet Keeler,
 Phebe L. Laton,
 Sarah M. Norris,
 Mary A. Moore,
 Sarah L. Shields,
 Mary E. McTier,
 Sarah M. Mahew,
 Louisa Mosher, Gen. Ass't.
 George H. Curtis, Music.
 E. Dwight Church, Dra'g.
 Michael Moran, Janitor.

SCHOOL No. 35.

Thirteenth street, near Sixth Avenue—Fifteenth Ward.

BOYS' DEPARTMENT.

Thomas Hunter,
 Charles Gates,
 Lemuel H. Waters,
 George White, Jr.,
 Eliza J. Lee,
 Eliza M. Phelps,
 Martha J. Hawley,
 Sarah E. Heybeck,
 Arabella Field,
 Elizabeth A. Dore,
 Henrietta Mosher,
 Margaret Carlisle.

PRIMARY DEPARTMENT.

Jane V. Kennedy,
 Sarah L. Vanderbilt,
 Sarah C. Clark,
 Mary Weightman,
 Charlotte E. Tillman,
 Mary C. Vanderbilt,
 Elizabeth Jackson,
 Kate Jones,
 Emma Chase,
 George H. Curtis, Music,
 George Batchelor, French,
 Samuel F. Kelsey, Janitor.

GRAMMAR SCHOOL No. 36.

355 Ninth street, near Avenue C—Eleventh Ward.

BOYS' DEPARTMENT.

Alpheus D. Dubois,
 William Herring,
 James R. Finch,
 Catharine Vannoy,
 Henrietta Walters,
 Helen Garvie,
 Anna L. Madden,
 Susan Horton.

GIRLS' DEPARTMENT.

Lucinda W. Smith,
 Charlotte R. Wooster,
 Mary L. Hoyt,
 Elizabeth A. Devereaux,
 Sarah J. Crane,
 Susan McVey,
 Maria J. Dodge,
 Eliza Jackman,
 Jane Jones.

PRIMARY DEPARTMENT.

Euretta M. Nicholson,
 Victoria A. Hulen,
 Mary E. Eppes,
 Anna E. Turner,
 Mary E. Squires,
 Anna E. Brush,
 Catharine A. Mitchell,
 Annie Macpherson,
 Abbie Webb,
 Louisa Chasmar,
 Emma Jessup,
 Margaretta Beuthel,
 Sarah Emily Roe,
 Jane Connelly,
 George W. Pettit, Music,
 Jacob H. Murray, Janitor.

SCHOOL No. 37.

Eighty-seventh street, near Fourth Avenue—Twelfth Ward.

BOYS' DEPARTMENT.

John W. Boyce,
 William A. Owen,
 Elizabeth T. Hart,
 Elijah A. Howland,
 Emily Washburn,
 Vacancy.

GIRLS' DEPARTMENT.

Harriet A. Duncan,
 Margaret Hebbard,
 Emma P. Sandford,
 Mary E. Elting,
 Elizabeth Lawson,
 Sophia H. Crawford.

PRIMARY DEPARTMENT.

Elizabeth F. Inness,
 Eleanor M. Geary,
 Christina W. Cox,
 Margaret L. Williams,
 Sarah L. Crawford,
 Helen Bell,
 Theresa L. Green,
 Margaret Porter,
 Edward C. Riley, Music,
 Peter Blot, French,
 Catharine Conklin, Janit'ss

SCHOOL No. 38.

Clarke street, near Broome street—Eighth Ward.

BOYS' DEPARTMENT.

J. Elias Whitehead,
 Charles W. Lord,
 Joseph Hardcastle,
 William Henry Post,
 Henrietta Forbes,
 Eliza A. Hannon,
 Caroline A. Easterly,
 Mary F. Burgyes,
 S. Frances Soper.

GIRLS' DEPARTMENT.

Cordelia Chadeayne,
 Mary A. Downs,
 Frances C. Church,
 Sarah A. Love,
 M. Matilda Mayer,
 Helen Thompson,
 Sarah F. Inslee,
 Mary E. Nelson,
 Mary B. McClure.

PRIMARY DEPARTMENT.

Emily B. Hunt,
 Harriet E. Hindes,
 Victorine S. Crapser,
 Letitia Cassidy,
 Addie E. Roberts,
 Jane C. Baird,
 Jane A. Sanford,
 Elizabeth Pardee,
 Charlotte A. Jones,
 Mary A. Nash,
 Mary E. Fairgrieve,
 Julia A. Lobdell,
 Charlotte A. White,
 Sarah A. Corwin,
 S. Shuster, Drawing,
 Francis S. Nash, Music
 (Male and Fem. Dep.).
 Annie Eager, Music (Pri-
 mary Dep.)
 Alphonse Grollier, French.
 Wm. S. McLauren, Pen-
 manship,
 Elias Updike, Janitor.

SCHOOL No. 39.

125th street, between Second and Third Avenues—Twelfth Ward.

BOYS' DEPARTMENT.

Jacob S. Warner,
 Charles McGregor,
 Susan A. Allen,
 Mary V. Lockwood,
 Frances C. Lynch.

GIRLS' DEPARTMENT.

Maria S. Kenyon,
 Anna E. Lockwood,
 Martha A. Washburn,
 Susan A. Williams.
 Isabella Johnson.

PRIMARY DEPARTMENT

Mary A. Freeman,
 Priscilla Brass,
 Eliza A. Freeman,
 Charlotte A. Vermilya,
 Angeline F. Simpson.
 Adeline M. Mecker,
 Edna Gardner,
 Harriet E. Dewey,
 Andrew R. Tully, Music,
 Peter Blot, French,
 Rachel Knox, Janitress.

SCHOOL No. 40.

Twentieth street, between First and Second Avenues—Eighteenth Ward.

BOYS' DEPARTMENT.

David B. Scott,
 Edward S. Worth,
 Ezra Beach, Jr.,
 Vacancy,
 Jacob Kirkner,
 John H. Myers,
 Jane M. Greacen,
 Mary J. Lennon,
 F. H. P. Meginley,
 Anna E. Moss,
 Rebecca Slater,
 Louisa E. Green,
 Maria L. Raiman,
 Myra J. Hibbard.

PRIMARY DEPARTMENT.

Charlotte C. Wray,
 Eliz. A. Wilkinson,
 Martha McFarland,
 Mary E. Carroll,
 Addie D. Bisco,
 J. Anna Spencer,
 Anna S. Sherman,
 Eliza Graham,
 Mary E. Smith,
 Jennie W. Miller,
 Stella V. Hough,
 George H. Curtis, Music,
 Eugene Cantel, French,
 William S. McLaurin, Penmanship.
 William H. Whitford, Janitor.

SCHOOL No. 41.

Greenwich Avenue, opposite Charles street—Ninth Ward.

BOYS' DEPARTMENT.

Thomas F. Harrison,
J. H. Zabinskie,
George W. Harrison,
Andrew Carter,
Edith L. Ashby,
Abby M. Burton,
Catharine A. Lockman,
Esther Birdsall,
Helen J. Oakley.

GIRLS' DEPARTMENT.

M. Louisa Scott,
Jennie Rannie,
Mary Topping,
Mary Merritt,
Emma J. Hills,
Mary Harriott,
Fannie Maltbie,
Annie French,
Mary Carey.

PRIMARY DEPARTMENT.

Susannah Whitney,
Catharine Fagan,
Mary Crowell,
Mary A. Connelly,
Louisa Cole,
Emily Golder,
Jane Carpenter,
Jane E. Fagan,
Sophronia Morehead,
Adaline Ellison,
Anna Scudder,
Charles Severyn, Drawing
and Painting.
James Johnson, Music.
George Batchelor, French.
Robert Nevin, Janitor.
Martha Morehead, Jan'ress.

SCHOOL No. 42.

Allen street, near Canal—Tenth Ward.

BOYS' DEPARTMENT.

Elisha L. Avery,
John Walsh,
Henry McGregor,
George W. Van Siclen,
Alexander D. Stratton,
Marie Antoinette Megie,
Jemima Reed,
Isabella Iles,
Emmeline Sproull.

GIRLS' DEPARTMENT.

Caroline Hopkins,
Anne L. Post,
Sarah E. Conrad,
Catharine V. Davis,
Fannie Hollingshead,
Mary E. Woolley,
Martha J. Austin,
Emma Hill.

PRIMARY DEPARTMENT.

Mary E. Ewen,
Elizabeth Tharp,
Pauline L. Loss,
Matilda Berry,
Ellen F. Culver,
Permelia Hart,
Mary E. Miller.
Rebecca E. Hiltman,
Josephine Stuyvesant,
Hannah A. Mount,
Almira Gassner,
Anna E. McGuire,
Sarah E. S. Dunn,
Maria Daga,
Jane Smith,
George F. Bristow, Music.
Francis Melville, Drawing.
Charles Severyn, "
George Reed, Janitor.

SCHOOL No. 43.

129th street, corner Tenth Avenue, Manhattanville—Twelfth Ward.

BOYS' DEPARTMENT.

Timothy W. Kennedy,
C. M. J. Kinnaird.
Elizabeth M. A. Kinnaird.

GIRLS' DEPARTMENT.

Barbara H. McDonnell,
Eliza R. Knapp,
Sarah A. Adams,
Augusta A. Swartz,
Edward C. Riley, Music.
Peter Blot, French.
Nancy A. Lally, Janitress.

SCHOOL No. 44.

Corner of North Moore and Varick streets—Fifth Ward.

BOYS' DEPARTMENT.

William Belden, Jr.,
Thos. W. Conklin,
Oscar P. Howe,
Samuel Morehouse,
Schuyler Clark,
Eliza H. Burr,
Sarah A. Cunningham,
Clara Hopps,
Sarah T. Bates,
Annie E. Evans,
Sarah A. Ward.

GIRLS' DEPARTMENT.

Jane A. A. Ebbets,
Helen G. Morgan,
Margaret C. Cornell,
Fanny K. Lewis,
Mary A. Walling,
Frances E. Smith,
Mary V. Seaman,
Harriet M. Kopper,
Emma Vreeland,
Annie M. Francis,
Gertrude L. Simpson,
Sarah F. Miller.

PRIMARY DEPARTMENT.

Catharine Connolly,
Hannah E. Tappen,
Mary C. Tate,
Josephine Van Alstyne,
Josephine E. Robbins,
Julia Norris,
Annie M. Franklin,
Cornelia Roach,
Marietta M. Beatty,
Harriet A. Baxter,
Frances A. Dorman,
Elizabeth A. Jackson,
George F. Bristow, Music.
Jacob T. Bergen, French.
Charles Severyn, Drawing.
Robert M. Strachan, Jan'r.

SCHOOL No. 45.

Twenty-fourth street, between Seventh and Eighth Avenues—Sixteenth Ward.

BOYS' DEPARTMENT.

Thomas Foulke,
N. B. Bartram,
C. Wesley Morse,
Joseph W. Bell,
Sarah Stewart,
Julia Hostin,
Mary A. Colston,
Jane A. Pullis,
Ellen D. Traphagan,
Matilda Holton,
Jane Caldwell.

GIRLS' DEPARTMENT.

Adelaide Hawley,
Annie E. Fowler,
Susan M. Parr,
Emma C. Heath,
Matilda L. Stopp,
Anna A. Rogers,
Margaret A. Coleman,
Mary E. Hutchison,
Emma S. Burger,
Amelia C. Green,
Kate Towers.

PRIMARY DEPARTMENT.

Emily Kennedy,
Sarah E. Coley,
Emily R. Grafton,
Adeline V. Sutton,
Mary H. Ewart,
Jane White,
Amanda F. Springstead,
Mary E. Bishop,
Jane Barton,
Henrietta Whitehead,
Eliza Donohue,
Ellen J. Clarke,
M. Theresa Peck,
Amy B. Lane,
Rosetta Harcourt,
Ella E. Bean,
Emma L. Gendar,
Francis H. Nash, Music.
George Batchelor, French.
W. S. McLaurin, Pen'ship.
William Schutt, Janitor.

SCHOOL No. 46.

One Hundred and Fifty-sixth street and Broadway—Twelfth Ward.

BOYS' DEPARTMENT.

John C. Graff,
Maria C. Jennings,
Laura A. Tone,
Deborah Sanford.

GIRLS' DEPARTMENT.

Matilda M. Landon.
Mary H. Hammond,
Eugenia Swartz,
Edward C. Riley, Music.
Peter Blot, French.
Thomas Norsworthy, Jan.

SCHOOL No. 47.

Twelfth street, near University Place—Fifteenth Ward.

GIRLS' DEPARTMENT.

Lydia F. Wadleigh,
 Lavinia M. Holman,
 Mary Swift,
 Julia A. Willard,
 S. M. Van Amringe,
 Alantha P. Pratt,
 Ellen W. Goodwin,
 Annie E. Wolcott,
 Caroline C. Hall,
 Harriet B. Swift,
 Sarah E. Woodward,
 Margaret Dornan,
 Josephine H. Sheldon,
 Emma McMann,
 Jane R. Adams,
 Vacancy.

PRIMARY DEPARTMENT.

M. Louisa Geer,
 Miriam H. Carpenter,
 Agnes Turnbull,
 Kate Requa,
 Lucy G. Way,
 Frederica Moran,
 Lucy Porter,
 Harriet R. Waters,
 Mary Smith,
 George F. Bristow, Music.
 Lina Achert, French.
 George Weightman, Jan'r.

SCHOOL No. 48.

70 West Twenty-eighth street, near Sixth Avenue—Twentieth Ward.

BOYS' DEPARTMENT.

J. H. Partridge,
 Hugh Carlisle,
 Charles F. Olney,
 Thomas Crowther,
 Rosamond Rogers,
 M. S. McKibbin,
 Esther E. Thompson,
 Hannah E. Jacobus,
 Elvira E. Neville,
 Eliza Hoffmann.

GIRLS' DEPARTMENT.

Isabella Hill,
 Margaret S. Arnout,
 Philindia Woodruff,
 Marion K. Irwin,
 Julia A. Ludlam,
 Margaret Stewart,
 Cordelia G. Harwood,
 Mary A. Colwell,
 Sarah C. Bostwick,
 Angelique Smith,
 Margaret M. Post.

PRIMARY DEPARTMENT.

H. A. C. Huthwaite,
 Marion K. Blair,
 Eliza M. Dyke,
 Mary E. Nunns,
 Mary E. Ingersoll,
 M. Isadora Findley,
 Laura E. Agar,
 Catharine M. Botts,
 Phebe E. Brooks,
 Sarah E. Odell,
 Mary E. Allen,
 Elizabeth Beer,
 Hannah A. Jollie,
 Mary J. Macfarlane,
 E. E. Van Veghten,
 Jemima Walker,
 Marcus Colburn, Music.
 G. P. Benjamin, "
 M. S. Ballou, French.
 Sigismund Schuster, Dr'g.
 W. S. MacLaurin, Pen'shp
 Terence Maguire, Janitor.

SCHOOL No. 49.

East Thirty-Seventh street, near Second Avenue—Twenty First Ward.

BOYS' DEPARTMENT.

William H. Wood,
 Samuel M. Perkins,
 Abner B. Holley,
 John S. Spragg,
 Josephine M. Rogers,
 Sarah A. Acheson,
 Julia St. John,
 Martha A. Smith,
 Louise D'Orsay,
 Elizabeth A. Martin,
 Archibald Erskine.

GIRLS' DEPARTMENT.

Frances E. A. Gutch,
 Laura E. Leal,
 Helen B. Hunter,
 Frances E. Feeks,
 Emma Fitch,
 Rosa Famariss,
 Jane Fulton,
 Emeline B. Johnston.

PRIMARY DEPARTMENT.

Julia S. Clark,
 S. Victoria Walsh,
 Sarah F. Buckelew,
 Caroline A. Moss,
 Mary A. Ladd,
 Kate A. Wilson,
 Emma Husted,
 Isabella Castell,
 Sarah Adams,
 Louisa D. Sartor,
 Fanny E. Robjohn,
 Mariana W. Clark,
 Fannie Merritt,
 Maria F. Whittemore,
 Mary M. Steel,
 Mary A. Compton,
 Mary Jackson,
 Mary A. Haines,
 Emily B. Elwell,
 S. Schuster, Drawing.
 Samuel Sturgeon, Janitor.

SCHOOL No. 50.

Twentieth street, between Second and Third Avenues—Eighteenth Ward.

GIRLS' DEPARTMENT.

Margaretta L. Mareton,
 Letitia Matthews,
 Mary A. Mathews,
 Ellen Hoyt,
 Catharine J. Decker,
 Caroline B. Cornell,
 Adeline W. Farless,
 Martha Miller,
 Margaret Magilton,
 Annie Kelly,
 Sarah C. Haviland,
 Isabella Barr,
 Sarah E. Stainburn.

PRIMARY DEPARTMENT.

Susan Wright.
 Mary Talbert,
 Kate Kennelien,
 Mary J. Moran,
 Mary A. Crothers,
 Lottie Halsted,
 Mary J. Chrystie,
 Lavinia Purdy,
 Kate E. Hartt,
 Theresa Hicks,
 Anna Fisher,
 Sarah E. Crouchley,
 George H. Curtis, Music,
 Cecilia Deville, French,
 Anne Tooker, Drawing,
 W. S. McLaurin, Penmanship.
 Samuel M. Bloomer, Janitor.
 Ellen Whalen, Janitress.

SCHOOL No. 51.

44th street, between Tenth and Eleventh Avenues—Twenty-Second Ward.

BOYS' DEPARTMENT.

Not organized,

GIRLS' DEPARTMENT.

Not organized.

PRIMARY DEPARTMENT.

Hannah J. Moakler,
Margaret Walsh,
Henrietta Egbert,
Margaret A. Fox,
Mary E. Kelly,
Eliza Sisk,
Amelia Craft,
Lydia Conover,
Mary A. Comaskey,
Feliciana L. Connor,
Amelia Carey,
Hollen E. Elliott,
Mary E. Pagendown,
Maria Robinson,
Michael Riley, Janitor.

SCHOOL No. 52.

Cor. Kingsbridge Road, Two hundred and Sixth street—Twelfth Ward.

BOYS' DEPARTMENT.

Gillespie Miller,
Margaret J. Parr,
Amelia De Lancey,
Edward C. Riley, Music,
Peter Blot, French,
Isaac Vermilye, Janitor.

PRIMARY SCHOOLS.

PRIMARY SCHOOL No. 1.

Ludlow street—Tenth Ward.

BOYS' DEPARTMENT.

Susan M. Drinker,
Margaret McCaffrey,
Bridget M. Harrison, \
Mary J. Taylor,
Mary A. Meeks,
Mary A. Puels,
Mary Vandewater,
Emmeline Hook,
Elizabeth A. McKetc nie,
Catharine Kimber.

GIRLS' DEPARTMENT.

Mary J. King,
Mary V. Stevens,
Margaret T. Johnston,
Mary G. King,
Adelaide Brown,
Kate T. Clark,
Isabella V. Van Cott,
John M. Van Duzer, Janitor.

No. 2.

103 Bayard street—Sixth Ward.

BOYS' DEPARTMENT.

Sarah A. Foster,
Jane McInroy,
Mary E. G. Fierty,
Margaret A. Riley.

GIRLS' DEPARTMENT.

Anna Mahony,
Lucy E. McDaniels,
Cath. H. M. Mulrooney,
Mary Lawler,
Ellen McGuire,
Eliza Hennessey, Janitress.

No. 3.

Cannon street, between Rivington and Stanton streets—Eleventh Ward.

Phebe A. Walters,
Joanna Messenger,
Annie Slote,

Rose A. Murray,
Alice L. Donahue,
Hannah A. Phillips,

Margaret K. Cook,
Rosalia C. Southworth,
Mary Reminger, Janitress.

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No. 4.

Closed.

No. 5.

Fourth street, near Avenue C—Eleventh Ward.

Helen J. Nicholson,	Sarah Giberson,	Mary Burrows,
Henrietta Fisk,	Annie Curtis,	Mary F. Flanagan,
Julia C. Flanagan,	Sophia Little,	Anna Bunce,
Caroline V. Yergason,	Susan Crummy,	Joanna Randall,
Sarah Ryno,	Jane Alexander,	Mrs, Lucinda Sammis, Jan
Eleanor M. Magee,	Caroline Garvie,	tress.

No. 6.

61 Thompson street—Eighth Ward.

BOYS' DEPARTMENT.

Isabella Veitch,
Sarah Smith,
Annie S. Dibben,
Martha W. Terry,
Juliet Pearson.

GIRLS' DEPARTMENT.

Christina L. Dugan,
Emma C. Smith,
Anna Mitchell,
Ann Carlisle,
Angelean Willett,
Winifred Ruddy, Janitress.

No. 7.

164 West-Tenth street, near Washington—Ninth Ward.

BOYS' DEPARTMENT.

Hester Dorsett,
Isabella Young,
Jane B. McIndoe,
Lavina Hopper.

GIRLS' DEPARTMENT.

Elizabeth E. Mead,
Phebe A. Birdsall.
Cornelia Sleight.
Joanna Emmons,
Ellen Kennedy, Janitress.

No. 8.

Mott street, near Canal street—Sixth Ward.

Anna C. McHugh,	Sophia D. Hunter,	Ophelia Whiteford,
Kate A. McHugh,	Eva Hastings,	Elizabeth McHugh,
Lucy L. Dawson,	Elizabeth Wagner,	Madeline Scherdlan,
	Anne Hart, Janitress.	

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No. 9.

36 Stanton street, near Chrystie street—Seventeenth Ward.

Kate A. Rogers,
Matilda Hoogland,

Mary A. Smith,
Ellen McLean,

Thomas C. Fisher, Jan'r.

No. 10.

Cannon street, near Broome street—Thirteenth Ward.

Ernestina F. Moll,
Sarah A. Montague,

Lucretia A. Tooker,
Elizabeth A. Wilson,
Mary J. Kinnin, Jan'ss.

Eliza A. Maher,
Mary E. Willis,

No. 11.

461 Greenwich street—Fifth Ward.

Phebe A. Hope,
Elizabeth B. Wright,
Clementina Palmer,

Jane A. Tuthill,
Mary Sherwood,
Matilda Vesey,
Robert M. Strachan, Jan'r.

Elizabeth McDonough,
Jane Adair,
M. Bensel,

No. 12.

Basement of Church 114 West Twentieth street—Sixteenth Ward.

Olley Pack,
Agnes Emory Gilbert,

Mary Johnson,
Mary McGregor,
Mary Reid, Janitress.

Kate A. Gregg,
Jane Ure,

No. 13.

Downing street, near Bleecker street—Ninth Ward.

Maria Louisa Roome,
Sarah R. M. Lake,
Margaret Patterson,

Maria E. Combs,
M. Louise Wright,
Sarah C. Carpenter,

Mary E. McKee,
Anna McCoy,
Charlotte Butterworth, Jan.

No. 14.

98 West Seventeenth street—Sixteenth Ward.

GIRLS' DEPARTMENT.

H. A. McCormick,
Emily Meredith,
Ellen Walsh,
Winifred Connoly.

BOYS' DEPARTMENT.

Lucretia E. McGuire,
Sarah L. Moore,
C. A. Schureman,
Mary D. Armstrong,
Maria Kennedy, Janitress.

No. 15.

3 Stone street—First Ward.

Caroline S. Whitlock,
Georgiana R. Finley,

Jane E. Warts,
Sarah E. Hoffmire,
Mary Joyce, Jan'ss.

Helen L. Snow,
Josephine M. Spilker,

No. 16.

Seventeenth street, between First and Second Avenues—Eighteenth Ward.

Julia Lispenard,
Eleanor E. Saylar,

Mary J. Johnson,
Lydia Moulton,
Thomas J. Darling, Jan'r.

Susan Cloherty,
Emma Miller,

No. 17.

Corner of Eighth Avenue and Forty-third street—Twenty-second Ward.

Frances M. Finch,
Olive C. Smith,
Phebe A. Ackerman,

Adaline Wunnenberg,
Catharine Durkin,
Louisa J. Orrell,

Susan Odell,
Mrs. Blackhurst, Janitress.

No. 18.

189 Waverley Place, near Bank street—Ninth Ward.

BOYS' DEPARTMENT.

Catharine A. Taft,
Eleanor A. McGrath,
Isabella Williams.

GIRLS' DEPARTMENT.

Jane Walker,
Kate Radan,
Helen Erlacher,
Mary Sands, Janitress.

No. 19.

233 West Eighteenth street—Sixteenth Ward.

C. F. R. Crowell,
Maria F. Peirce,

C. Cecilia Carey,
Eliza G. Connor,
Charlotte Gillenland, Jan's.

Mary C. Lewis,
Mary A. Curry,

No. 20.

Broome street, between Suffolk and Clinton streets.—Thirteenth Ward.

Mary Holbrook,
Vacancy,
Mary E. Northrip,

Mary J. Smith,
Juliett B. De Long,
Mary A. Tremper,

Lizzetta J. Shurlock,
Eleanor I. McDermott,
Charles Stiles, Janitor.

No. 21.

Rivington street, near Goerck—Thirteenth Ward.

BOYS' DEPARTMENT.

Sarah J. Hatfield,
Caroline G. Haff,
Helen C. Duffy,
Angelina Mosher,

GIRLS' DEPARTMENT.

Sarah A. Fowler,
Fanny L. Requa,
Mary E. Rhoades,
Mary J. Boyle,
Bridget Waldron, Jan'ress.

No. 22.

42 First street, between First and Second Avenues—Seventeenth Ward.

Emily E. Cornell,
Harriet A. Donaldson,
Corn. W. Brinckerhoff,

Elizabeth Jones,
Mary H. Buckbee,
Margaret A. Gannon,

Sarah Reins,
Joseph Kellogg, Janitor.

No. 23.

Eleventh street, between Third and Fourth Avenues—Seventeenth Ward.

Margaret Chirney,
Eliza R. Goodenough,

Rachel Hickok,
Emma A. Knapp,

Teresa Dunne,
Moses D. Benjamin, Jan'r.

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No. 24.

Horatio street, between Eighth Avenue and Hudson streets—Ninth Ward.

Mary Waterbury,	Frances A. Megary,	Mary E. Bucklin,
Anastasia H. Wixon,	Adelaide D. Boyce,	Antoinette Berrett,
Elizabeth S. Wandell,	Charlotte E. Gamble,	Mary Hunt, Janitress.
Eliza J. Swinson,	Emily Browne.	

No. 25.

545 Greenwich street—Eighth Ward.

BOYS' DEPARTMENT.

Mary E. Renville,
Mary F. Gurnee,
Susan A. Birmingham,
Susannah P. West,
Eliza Mullen, Sp. Tea.

GIRLS' DEPARTMENT.

Margaret J. Downs,
Ellen Smith,
Jane G. Hill,
Jeanette Jollie,
Eliza Allen, Janitress.

No. 26.

Eighty-fourth street, between Fourth and Fifth Avenues—Nineteenth Ward.

Anne E. Geary,
W. M. Bonesteel,
Margaret F. McIntyre,
Georgiana C. Geary,
Mrs. Barry, Janitress.

No. 27.

Thirty-seventh street, near Tenth Avenue—Twentieth Ward.

Anna M. Dunn,	Elizabeth Lawrence,	M. Jennie Updike,
Amanda M. House,	Sarah Young,	Kate L. Sims,
Eliza J. Beatty,	Fanny C. Vinton,	Mary E. Green,
Mary M. Holmes,	C. Frederika Miller,	Jennie Mastin,
Mary W. McKusker,	Nancy Mott,	Samuel C. Haight, Jan'r.

No. 28.

Mission Chapel, Twentieth st., bet. 1st and 2d Avenues—Eighteenth Ward.

Mary B. Cooley,	Jennie McFarland,	Mary J. Farmer,
Almira L. Knapp,	Annie M. Reynolds,	Henry C. Velvin, Janitor.
Harriet A. E. Youngs,	Jennie A. Cole,	

No. 29.

Nineteenth street, between First Avenue and Avenue A—Eighteenth Ward.

Jane M. Yates,
Sarah A. Bodine.
Eliza A. Anderson,
Sarah A. Cole,
Jane A. Garthwaite,

Margaret C. Bergen,
Harriet J. Brown,
Irene Winchell,
Mary E. Sudlow,
Catharine Kerr,

Anna Birdsall,
Isabella E. Disbrow,
Florence D'Orsay,
Jonathan Whitaker, Jani-
tor.

No. 30.

Ward's Island—Twelfth Ward.

Susan F. R. Jackson,

Mary Gildersleeve.

No. 31.

276 Second street, near Avenue C—Eleventh Ward.

Ellen F. Holly,
Anna W. Birdsall,
Kate T. Moriarty,

Belinda Williamson,
Julia J. Pethick,
Hester J. Husted,

Julia P. Orton.
Mary Donegan, Janitress.

No. 32.

Fort Washington—Twelfth Ward.

Charlotte M. Shafford.
Henrietta M. C. Lennon,

Fannie E. Burke,
Fanny E. Tone.

Edward C. Riley, Music.
Mrs. O'Beemis, Janitress.

No. 33.

62 Varick street—Fifth Ward.

Francis A. Comstock,
Mary S. Case,

Josephine L. Hope,
Hannah J. Taylor,

Elizabeth T. Macrink, Jani-
tress.

No. 34.

John street, between Nassau and William streets—Second Ward.

Olivia D. Messler,	Emily T. Wharam,	David Wyatt, Janitor.
Mary E. Butler,	Mary Hilt,	

No. 85.

67th Street, between Broadway and Tenth Avenue—Twenty-second Ward.

Sarah Young,	Sarah A. Fisk,
Sophia M. Adler,	Mrs. Eliza Daley, Janitress.

COLORED SCHOOLS.

No. 1.

Mulberry street—Fourteenth Ward.

BOYS' DEPARTMENT.

John Peterson,
Peter S. Ewell,
Peter H. Loveridge,
Wright Scaman.

GIRLS' DEPARTMENT.,

Eliza Gwynne,
Mary A. Griffin,
Mary F. Allen,
Rhoda Ledgers,
Cath. A. Thompson,
George W. Pettit, Music,
Jane Tredwell, Janitress

No. 2.

51 and 53 Laurens street, near Broome—Eighth Ward.

BOYS' DEPARTMENT.

Ransom F. Wake,
John R. Porter,
Emily Thomas.

GIRLS' DEPARTMENT.

Fanny Tompkins,
Caroline Hamilton,
Helen M. Clow,
Ritta E. Johnson.

PRIMARY DEPARTMENT.

Sarah Ennalls,
Catharine Harley,
Elizabeth Spencer,
Angeline Dawley,
Samuel Waldron, Music,
Caroline Lappe, Janitress.

No. 4.

120th Street, between Third and Fourth Avenues—Twelfth Ward.

Caroline W. Groves,

Catharine McAndrew, Janitress.

No. 5.

101 Hudson street, corner of Franklin—Fifth Ward.

Eliza D. Richards,
Elizabeth Jennings,

Sarah A. H. Douglass,
Gertrude Carter, Janitress.

No. 6.

1176 Broadway—Twentieth Ward.

BOYS' DEPARTMENT.

Charles L. Reason,

PRIMARY DEPARTMENT.

Helen Appo,
Mary H. Anderson,
Angelica Duplessis, Janitress.

COLORED PRIMARY SCHOOLS.

No. 1.

Fifteenth street, near Seventh Avenue—Sixteenth Ward.

Charlotte S. Smith,
Mary E. Williams,

Adeline Ogden,
Serena Rock.

Samuel Waldron, Music,
Cath. Barringer, Janitress.

No. 2.

Rear of German Church, Second street, near Avenue C—Eleventh Ward.

Mary E. Robbins,

Ellen L. Treadwell,

E. L. Treadwell, Janitress.

No. 3.

Rear of German Church, Second street, near Avenue C—Eleventh Ward.

George H. Greene,

Albert J. Ewell,

Albert J. Ewell, Janitor.

Schedule No. 3.

Showing the length of time each School has been kept open, and the actual Average Attendance, and the Whole Number Taught in the several Schools, as appears from the Annual Returns, for the year ending the thirty-first day of December, 1859.

Ward Schools.	Number of Sessions.	Average Attendance.	Whole number Taught.	Location of Schools.
School No. 1.				
Boys' Department,	447	124.	346	} Fourth Ward, 245 William st., near Duane.
Girls' do.	447	81.	246	
Primary do.	447	265.	895	
School No. 2.				
Boys' Department,	448	222.	477	} Seventh Ward, 116 Henry st. near Pike.
Girls' do.	448	197.	438	
Primary do.	448	505.	1263	
School No. 3.				
Boys' Department,	448	336.	749	} Ninth Ward, cor. of Hudson and Grove sts.
Girls' do.	448	326.	745	
Primary do.	448	525.	1424	
School No. 4.				
Boys' Department,	446	184.	465	} Thirteenth Ward, 203 Rivington st., near Ridge.
Girls' do.	447	201.	511	
Primary do.	446	613.	2066	
School No. 5.				
Boys' Department,	443	129.	357	} Fourteenth Ward, 222 Mott street.
Girls' do.	441	94.	246	
Primary do.	441	347.	1069	
School No. 6.				
Boys' and Girls' Department,	440	254.	596	} Twelfth Ward, on Randall's Island.
Primary do.	440	414.	1047	
School No. 7.				
Boys' Department,	447	206.	490	} Tenth Ward, 60 Chrystie st. near Hester.
Girls' do.	447	138.	395	
Primary do.	447	457.	1105	
School No. 8.				
Boys' Department,	448	132.	318	} Eighth Ward, 66 Grand st., near Wooster.
Girls' do.	448	106.	233	
Primary do.	448	313.	961	
School No. 9.				
Boys' Department,	437	118.	287	} Twenty-second Ward, corner 82d st. and 11th av.
Girls' do.	437	79.	219	
School No. 10.				
Boys' Department,	418	100.	301	} Fifteenth Ward, 180 Wooster st., near Blecker.
Girls' do.	156	108.	181	
Primary do.	446	328.	1332	
School No. 11.				
Boys' Department,	443	404.	865	} Sixteenth Ward, 17th st., near 8th avenue.
Girls' do.	...	327.	766	
Primary do.	444	860.	2230	

Ward Schools.	Number of Sessions.	Average Attendance.	Whole number Taught.	Location of Schools.
School No. 12.				
Boys' Department,	449	185.	426	{ Seventh Ward, 371 Madison st., near Jackson.
Girls' do.	449	143.	326	
Primary do.	450	495.	1361	
School No. 13				
Boys' Department,	450	189.	530	{ Seventeenth Ward, 298 Houston st., near Essex.
Girls' do.	450	202.	421	
Primary do.	450	614.	1609	
School No. 14.				
Boys' Department,	450	247.	694	{ Twenty-first Ward, 27th st., near 2d avenue.
Girls' do.	444	191.	422	
Primary do.	446	556.	1699	
School No. 15.				
Boys' Department,	450	245.	667	{ Eleventh Ward, 289 5th st., between avs. C and D.
Girls' do.	450	226.	455	
Primary do.	450	501.	1113	
School No. 16.				
Boys' Department,	435	127.	390	{ Ninth Ward, 13th st., near 7th avenue.
Girls' do.	435	113.	384	
Primary do.	435	202.	528	
School No. 17.				
Boys' Department,	448	211.	510	{ Twenty-second Ward, 47th st., bet. 8th and 9th avenues.
Girls' do.	448	182.	478	
Primary do.	448	560.	1988	
School No. 18.				
Boys' Department,	444	218.	546	{ Nineteenth Ward, 51st st. and Lexington avenue.
Girls' do.	444	142.	481	
Primary do.	443	484.	1475	
School No. 19.				
Boys' Department,	446	167.	508	{ Seventeenth Ward, 9th st., corner 1st avenue.
Girls' do.	446	144.	547	
Primary do.	448	492.	1785	
School No. 20.				
Boys' Department,	445	319.	771	{ Tenth Ward, Chrystie st., near Delancey.
Girls' do.	446	227.	542	
Primary do.	446	622.	1757	
School No. 21.				
Boys' Department,	442	157.	433	{ Fourteenth Ward, Marion s near Prince.
Girls' do.	440	100.	263	
Primary do.	442	404.	1006	
School No. 22.				
Boys' Department,	450	202.	418	{ Eleventh Ward, Stanton st., corner Sheriff.
Girls' do.	450	187.	383	
Primary do.	450	367.	1203	
School No. 23.				
Boys' Department,	449	156.	476	{ Sixth Ward, 26 and 28 City Hall Place.
Girls' do.	449	125.	330	
Primary do.	445	328.	1150	
School No. 24.				
Boys' Department,	449	140.	438	{ Sixth Ward, Elm st., near Leonard.
Girls' do.	448	147.	341	
Primary do.	449	323.	977	

Ward Schools.	Number of Sessions.	Average Attendance.	Whole number Taught.	Location of Schools.
School No. 25. Boys' and Girls' } Department,	444	264.	801	} Fourth Ward, 13 Oak st.
School No. 26. Boys' Department,	447	90.	347	} Fourth Ward, Friends' Meeting House, Rose street, near Pearl.
Girls' do.	447	83.	469	
Primary do.	447	230.	869	
School No. 27. Boys' and Girls' } Department,	448	287.	894	} Fourth Ward, 74 Oliver st.
School No. 28. Boys' Department,	446	198.	547	} Twenty-second Ward, 40th st. near 8th avenue.
Girls' do.	446	208.	483	
Primary do.	445	625.	2163	
School No. 29. Boys' Department,	448	203.	406	} First Ward, 97 Greenwich street.
Girls' do.	448	142.	288	
Primary do.	442	725.	1170	
School No. 30. Boys' Department,	444	136.	331	} Fourteenth Ward, Baxter st. near Grand.
Girls' do.	444	110.	284	
Primary do.	443	368.	844	
School No. 31. Grammar Department,	450	252.	627	} Seventh Ward, Monroe st. near Montgomery.
Advanced Primary } Department,	450	271.	591	
Primary do.	450	365.	1416	
School No. 32. Boys' Department,	448	326.	698	} Twentieth Ward, 36th st., near 9th avenue.
Primary do.	448	596.	1758	
School No. 33. Girls' Department,	448	314.	693	} Twentieth Ward, 28th street, bet. 8th and 9th avenues.
Primary do.	448	868.	2503	
School No. 34. Boys' Department,	446	192.	447	} Thirteenth Ward, Broome st., between Sheriff and Willet streets.
Girls' do.	446	168.	424	
Primary do.	444	411.	927	
School No. 35. Boys' Department,	447	421.	1015	} Fifteenth Ward, 13th street, near 6th avenue.
Primary do.	447	308.	928	
School No. 36. Boys' Department,	452	203.	769	} Eleventh Ward, 9th street, near Avenue C.
Girls' do.	448	198.	560	
Primary do.	449	637.	2218	
School No. 37. Boys' Department,	452	168.	459	} Twelfth Ward, 87th street, near 4th avenue.
Girls' do.	442	135.	283	
Primary do.	460	247.	698	
School No. 38. Boys' Department,	444	240	513	} Eighth Ward, Clarke street, near Broome.
Girls' do.	444	220	477	
Primary do.	444	545	1611	

Ward Schools.	Number of Sessions.	Average Attendance.	Whole Number Taught.	Location of Schools.
School No. 39.				
Boys' Department,	440	116.	807	{ Twelfth Ward, 125th street, between 2d and 3d avenues.
Girls' do.	439	106.	260	
Primary do.	439	296.	946	
School No. 40				
Boys' Department,	438	521.	1210	{ Eighteenth Ward, 20th street, bet. 1st and 2d avenues.
Primary do.	442	484.	1228	
School No. 41				
Boys' Department,	446	289	689	{ Ninth Ward, Greenwich Ave. op. Charles street.
Girls' do.	448	244.	574	
Primary do.	448	514.	1385	
School No. 42.				
Boys' Department,	446	273.	725	{ Tenth Ward, Allen street, bet. Walker and Heater.
Girls' do.	447	192.	563	
Primary do.	447	568.	2060	
School No. 43.				
Boys' Department,	446	91	204	{ Twelfth Ward, 129th street, near 10th avenue.
Girls' do.	438	101	276	
School No. 44.				
Boys' Department,	439	371	872	{ Fifth Ward, corner North Moore and Varick streets.
Girls' do.	439	331.	716	
Primary do.	439	593.	1404	
School No. 45.				
Boys' Department,	401	461.	938	{ Sixteenth Ward, 24th street, bet. 7th and 8th avenues.
Girls' do.	401	416.	915	
Primary do.	400	778.	1937	
School No. 46.				
Boys' Department,	442	96.	193	{ Twelfth Ward, 156th street, bet. 9th and 10th avenues.
Girls' do.	442	64.	139	
School No. 47.				
Girls' Dept. (senior)	446	218	400	{ Fifteenth Ward, 13th st., bet. Broadway & University Pl.
Girls' do (junior.)	447	350	724	
Primary do.	446	425	948	
School No. 49				
Boys' Department,	448	272.	647	{ Twentieth Ward, 28th street, bet. 6th and 7th avenues.
Girls' do.	448	259	647	
Primary do.	448	709	1684	
School No. 49.				
Boys' Department,	452	287	780	{ Twenty-first Ward, 37th st., bet. 2d and 3d avenues.
Girls' do.	450	221	546	
Primary do.	450	908.	1844	
School No. 50				
Girls' Department,	452	394.	952	{ Eighteenth Ward, 20th street, bet. 2d and 3d avenues.
Primary do.	448	495.	1521	
School No. 51.				
Primary Department,	320	598	924	{ Twenty-second Ward, 44th st., bet. 10th and 11th aves.
School No. 52				
Boys' Department,	446	76	206	{ Twelfth Ward, 226th street, near Tubby Hook.
Total		42,000.	111,256	

PRIMARY SCHOOLS.

Primary Schools.	No of Sessions.	Average Attendance.	Whole Number.	Location.
Primary School No. 1, Boys' Department, Girls' do.	407 408	279 255.	811 850	10th Ward, Ludlow street, near Delancey.
Primary School No. 2, Boys' Department, Girls' do.	447 448	133. 154.	496 499	6th Ward, 101 Bayard street, near Baxter.
Primary School No. 3, 5, 6, Boys' Department, Girls' do.	450 450 439 445	290. 688. 127. 123.	872 1,853 351 349	11th Wd, 100 Cannon st. nr Stanton. 11th Ward, 4th st., near Avenue C. 8th Ward, 61 Thompson street.
Primary School No. 7, Boys' Department, Girls' do.	448 448	145. 144	402 394	9th Ward, 174 Amos street.
Primary School No. 8, 9, 10, 11, 12, 13, 14, Boys' Department, Girls' do.	IV 447 445 445 438 448 443 443	376. 138. 210. 343. 161. 302. 138. 112	1,425 419 671 935 488 888 418 262	6th Ward, Mott street, near Canal. 17th Ward, 38 Stanton, nr Chrystie. 13th Ward, Cannon st., nr Broome. 5th Ward, 461 Greenwich street. 16th Ward, 20th st., near 7th ave. 9th Ward, Downing st., nr Bleeker. 16th Ward, 98 West 17th street.
Primary School No. 15, 16, 17, 18, Boys' Department, Girls' do.	424 400 448 448	154. 161 302 75. 80	378 601 833 176 191	1st Ward, 3 Stone street 601 18th Wd, 25th st., bt 4th & Madison aves. 22d Ward, cor. 8th ave. and 43d st. 9th Ward, Waverley Place, near Bank street.
Primary School No. 19, Boys' Department, Girls' do.	446	166	602	16th Ward, 223 West 18th street.
Primary School No. 20, Boys' Department, Girls' do.	446	283.	919	19th Ward, 147 Clinton street.
Primary School No. 21, Boys' Department, Girls' do.	447 447	118 117	341 361	13th Ward, Rivington street, near Goerck.
Primary School No. 22, 23, 24, 25, Boys' Department, Girls' do.	449 449 447 446 446	237 215. 317. 145. 118.	590 577 1,252 433 341	17th Wd, 1st st., bet 1st & 2d aves. 17th Wd, 11th st., bt. 3d & 4th aves. 9th Ward, Horatio st., nr Hudson. 8th Ward, 545 Greenwich street.

PRIMARY SCHOOLS—CONTINUED.

Primary Schools.	No. of Sessions.	Average Attendance.	Whole Number.	Location.
Primary School No. 26,	446	159.	534	19th Ward, 84th st., near 4th ave.
.. .. 27,	448	527.	1,422	20th Ward, 37th st. near 10th ave.
.. .. 28,	202	212.	609	18th Ward, cor. 23d st., and 2d ave.
.. .. 29,	449	616.	1,519	18th Wd, 19th st., bt. 1st & Av. A.
.. .. 30,	452	55.	196	12th Ward, Ward's Island.
.. .. 31,				
Boys' Department,	} 449	221.	319	11th Ward, near Avenue C.
Girls' do.				
.. .. 32,	440	119	287	12th Ward, 186th st., near 11th av.
.. .. 33,	898	99.	355	5th Ward, 62 Varick street.
.. .. 34,	878	110.	329	2d Ward, M. E. Church, John street.
.. .. 35,	226	116.	262	22d Wd, 67th st., bt. B'way & 10th [av.
Total.....		8840	25,151	

COLORED SCHOOLS.

Schools.	Sessions.	Average.	Whole Number.	Location of Schools.
Colored School No. 1.				
Boys' Department,	445	127	245	{ 14th Ward, 135 Mulberry st., between Grand and Hester.
Girls' do.	446	76	278	
Colored School No. 2.				
Boys' Department,	370	57	155	{ 8th Ward, 51 and 53 Lau- rens street, near Broome.
Girls' do.	379	66	187	
Primary do.	390	120	340	
Colored School No. 4.	421	28	88	{ 12th Ward, 120th street, near Fourth avenue.
Colored School No. 5.	446	83	217	5th Ward, 101 Hudson st.
Colored School No. 6.				
Boys' Department, }	446	95	290	20th Ward, 1167 Broadway.
Primary do. }				
Col. Primary School }	440	106	200	{ 16th Ward, 15th street, near Seventh avenue.
No. 1. }				
Col. Primary School }	447	63	126	{ 11th Ward, Second street, near Avenue C.
No. 2. }				
Col. Primary School }	447	51	155	{ 11th Ward, Second street, near Avenue C.
No. 3. }				
Total .....	.....	872	2,281	

RECAPITULATION

*Of the Average Attendance and Whole Number Taught, by Wards, for the Year ending
December 31, 1859.*

	Aver- age.	Whole No.		Aver- age.	Whole No.
First Ward	1,224	2,242	Thirteenth Ward	2,497	7,133
Second Ward	110	329	Fourteenth Ward	2,048	5,356
Fourth Ward	1,424	4,867	Fifteenth Ward	2,258	5,829
Fifth Ward	1,820	4,496	Sixteenth Ward	3,928	9,616
Sixth Ward	1,882	6,134	Seventeenth Ward	2,398	6,986
Seventh Ward	2,634	6,925	Eighteenth Ward	2,832	7,640
Eighth Ward	2,312	6,269	Nineteenth Ward	1,003	3,036
Ninth Ward	3,739	9,946	Twentieth Ward	3,966	10,342
Tenth Ward	3,536	9,869	Twenty-first Ward	2,410	5,985
Eleventh Ward	4,079	10,911	Twenty-second Ward	3,197	8,644
Twelfth Ward	2,365	6,134	Total	51,712	138,688

CORPORATE SCHOOLS.

Schools.	Sessions.	Average.	Whole Number Taught.
New-York Orphan Asylum :			
Boys' Department.....	510	56.	72
Girls' do.	510	59.	64
Primary do.	512	46.	50
Roman Catholic Orphan Asylum :			
Boys' Department.....	496	419.	500
Girls' do.	489	332.	382
Protestant Half-Orphan Asylum	522	255.	310
Mechanics' Society School.....	—	—	—
House of Refuge :			
Boys' Department.....	512	509.	773
Girls' do.	516	82.	173
Leake and Watts Orphan House :			
Boys' Department.....	491	93.	124
Girls' do.	494	59.	75
Colored Orphan Asylum.. ..	618	217.	240
American Female Guardian Society.....	520	83.	254
Home Industrial School :			
Boys' Department.....	520	102.	330
Girls' do.	513	98.	350
New-York Juvenile Asylum.....	562	416.	700
House of Reception of do.....	562	104.	1,636
Ladies' Home Missionary Society.....			
Boys' Department.....	505	107.	322
Girls' do	505	135.	515
Five Points House of Industry.....	512	245.	439
Total.....	.....	3,417.	7,309

AVERAGE ATTENDANCE IN DETAIL FOR 1859.

Ward Schools—Boys' Grammar Departments.....	10,328
“ “ Girls’ “ “	8,806
“ “ Primary “ “	22,866
Primary Schools.....	8,840
Colored Schools.....	872
Corporate Schools.....	3,417
• Total.....	55,129

RECAPITULATION

Of the Attendance and Whole Number Taught, for the Year ending December 31st, 1852.

Schools.	Average Attendance.	Whole Number.
Grammar Schools and Primary Departments	42,000	111,256
Primary Schools	8,840	25,151
Colored Schools	872	2,281
Total Ward Schools	51,712	138,688
New-York Orphan Asylum	161	186
Roman Catholic Orphan Asylum	751	882
Protestant Half-Orphan Asylum	255	310
Mechanics' Society School		
House of Refuge	591	946
Leake and Watts' Orphan House	152	199
Colored Orphan Asylum	217	249
American Female Guardian Society	83	254
Home Industrial School	200	680
New-York Juvenile Asylum	416	700
House of Reception of do.	104	1,636
Ladies' Home Missionary Society	242	887
Five Points House of Industry	245	439
Total	55,129	145,997

CORPORATE SCHOOLS.

Name.	Average Attendance.	Amount Apportioned
New-York Orphan Asylum	170	\$1,464 67
Roman Catholic Orphan Asylum	682	5,875 91
Protestant Half-Orphan Asylum	254	2,188 39
Mechanics' Society School	8	68 92
House of Refuge	613	5,281 43
Leake and Watts' Orphan House	169	1,456 05
Colored Orphan Asylum	213	1,825 32
American Female Guardian Society	55	473 81
Home Industrial School	181	1,559 44
New-York Juvenile Asylum	388	3,342 90
House of Reception of do.	92	792 65
Ladies' Home Missionary Society	274	2,361 88
Five Points House of Industry	269	2,317 63

Schedule No. 4.

Revenue and Expenditures of the Free Academy, Normal Schools, and Evening Schools, from the 31st day of December, 1858, to the 31st day of December, 1859.

FREE ACADEMY

ON ACCOUNT OF SALARIES, ETC.

Balance on hand January 1st, 1859.....	\$224 19	
Appropriated by the Board of Education.....	48,000 00	
	<hr/>	\$48,224 19
Paid for salaries.....	\$41,111,23	
" instruments and apparatus.....	488 38	
" chemicals.....	284 69	
" printing.....	1,653 95	
" lighting the building.....	44 00	
" cleaning.....	512 99	
" fuel.....	681 61	
" binding books.....	254 37	
" expenses of Commencement.....	513 20	
" expenses of Exhibitions.....	75 00	
" supplies.....	397 67	
" supplies through Depository.....	3,629 09	
" furniture.....	146 25	
" incidentals.....	324 61	
	<hr/>	50,112 04
Overdraft		<hr/> \$1,887 85

ON ACCOUNT OF REPAIRS.

Appropriated by the Board of Education.....	2,000 00
Paid for repairs.....	2,569 25
	<hr/>
Overdraft	\$569 25

LIBRARY ACCOUNT.

Balance on hand January 1, 1859.....	\$172 50	
Received from State Treasurer, share of Literature Fund	1,100 70	
	<hr/>	\$1,273 20
Paid for Library books.....		1,222 70
		<hr/>
Balance.....		\$50 50

RECAPITULATION.

Receipts.

Balance to credit of salaries, &c.....	\$224 19	
“ “ library.....	172 50	
Appropriation for salaries, &c.....	48,000 00	
“ repairs.....	2,000 00	
Literature Fund (from State Treasurer).....	1,100 70	
	<hr/>	51,497 39

EXPENDITURES.

On account of salaries, &c.....	\$50,112 04	
“ repairs.....	2,569 25	
“ library.....	1,222 70	
	<hr/>	53,903 99

NORMAL SCHOOLS.

Appropriated by the Board of Education.....		15,000 00
Paid for salaries.....	\$6,678 17	
“ repairs.....	86 33	
“ expenses of Commencement.....	308 73	
“ printing.....	276 90	
“ supplies through Depository.....	1,387 72	
“ incidentals.....	417 88	
	<hr/>	9,155 73
		<hr/>
Balance.....		\$5,844 27

EVENING SCHOOLS.

Appropriated by the Board of Education.		\$70,000 00
Paid for salaries.....	\$52,184 40	
“ gas fitting, &c.....	1,046 32	
“ gas	6,669 28	
“ furniture.....	79 40	
“ printing.....	679 16	
“ supplies.....	11 40	
“ supplies through Depository.....	6,797 21	
“ repairs.....	484 77	
“ certificates	406 11	
“ incidentals.....	631 18	
	<hr/>	\$69,089 23
Balance.....		<hr/> \$910 77

Schedule No. 5.

Showing the Expenses incurred for Teachers' Salaries, Books, and Stationery, Fuel, &c., in the Ward Schools of each Ward, and the Value of Supplies from the Depository, and Repairs by the Shop, for the year ending December 31st, 1859.

Schools.	Teachers' Salaries.	Janitors' Wages.	Repairs.	Repairs by Shop.	Furniture.	Fuel.	Gas.	Supplies.	Supplies from Depository.	Cleaning.	Printing and Advertising.	Miscellaneous.	Total for 12 Months.
1st Ward	\$15,305 40	\$863 30	\$1,200 34	\$14 08	\$135 00	\$527 66	\$40 69	\$112 42	\$1,766 16	\$70 87	\$37 50	..	\$20,253 71
2d "	838 28	381 48	204 24	86 89	..	34 13	..	..	328 65	..	62 60	84 64	1,920 67
4th "	22,910 71	1,292 81	810 11	..	..	944 69	..	145 81	1,856 33	315 00	71 40	69 75	28,474 83
5th "	19,198 63	1,125 12	1,337 98	21 86	371 34	1,200 57	39 28	103 14	2,306 86	364 50	277 10	110 59	36,456 94
6th "	25,080 48	1,860 12	1,313 90	1 74	105 00	1,313 73	35 28	34 25	2,223 86	207 00	38 73	132 88	32,362 97
7th "	28,798 44	1,187 56	1,736 68	45 70	180 56	2,470 08	13 75	73 78	2,761 37	379 50	93 15	39 50	37,970 93
8th "	50,347 38	1,244 58	1,714 18	1,455 29	816 26	1,365 77	..	76 60	3,338 36	413 25	216 92	40 00	41,000 49
9th "	37,234 59	1,900 67	1,405 70	466 05	451 80	1,947 13	23 13	48 00	3,501 70	441 25	234 43	16 00	47,675 72
10th "	42,302 54	2,000 17	2,452 55	14 87	..	2,090 04	15 25	16 75	4,290 14	470 30	79 92	379 00	54,145 53
11th "	46,982 22	2,475 28	2,210 25	188 51	426 20	1,776 04	108 26	207 79	4,012 25	792 28	106 25	..	60,546 45
12th "	33,408 47	1,617 33	3,704 06	..	215 86	2,038 43	..	17 83	3,708 08	287 00	47 08	113 50	44,653 02
13th "	31,103 21	1,380 94	1,565 17	9 21	234 50	1,329 73	91 25	29 82	1,782 45	191 75	150 36	21 00	38,189 43
14th "	28,654 28	1,350 16	2,186 97	62 29	42 40	1,576 39	..	18 74	2,583 77	419 55	108 49	115 00	36,530 78
15th "	27,499 25	1,478 16	9 48 89	385 56	329 74	916 76	81 25	25 51	4,138 00	141 31	347 40	125 29	36,308 24
16th "	36,943 12	1,274 88	1,054 75	555 00	442 62	1,602 62	27 25	58 06	4,917 73	364 62	192 44	10 00	47,303 14
17th "	22,483 21	1,490 51	1,004 04	155 49	232 25	1,938 88	65 00	3 00	2,403 85	294 14	343 32	4 81	30,363 67
18th "	26,492 66	1,988 29	2,224 39	126 2	307 71	986 32	13 50	80 39	2,263 13	189 07	116 99	64 41	34,644 53
19th "	11,010 00	503 32	909 08	378 67	70 62	1,107 51	5 75	11 80	1,379 68	137 58	106 30	26 00	15,596 41
20th "	40,741 42	2,080 47	1,704 06	..	367 10	2,262 51	..	164 28	4,022 00	502 20	78 13	5 00	51,965 91
21st "	26,276 15	1,231 66	1,193 62	9 58	207 60	829 89	25 75	38 72	2,716 68	245 59	86 04	28 00	32,819 92
22d "	34,539 30	1,522 54	1,863 02	411 37	536 14	1,362 81	15 17	44 32	3,780 66	306 79	51 08	145 00	44,715 54
Total....	\$589,837 13	\$30,291 79	\$72,818 74	\$4,384 42	\$5,540 86	\$99,641 06	\$648 69	\$1,210 57	\$40,023 90	\$9,647 04	\$8,494 23	\$1,436 82	\$722,180 78

* The item "Miscellaneous" comprises payments for surveying sites for New School Buildings, drawing plans, &c., and other extraordinary expenses.

Schedule No. 6.

Showing the amount expended for repairs, materials, &c., through the Shop, for the year ending December 31, 1859.

SCHOOLS.				Total per School.	Total per Ward.
1st Ward	W. S.	No. 20.	.....	\$14 08	\$14 08
2d	P. S.	" 38.	.....	86 89	86 89
5th	W. S.	" 44.	.....	21 86	21 86
6th	W. S.	" 28.	.....	1 75	1 75
7th	W. S.	" 3.	.....	87 26	
"	W. S.	" 31.	.....	2 75	
"	P. S.	" 4.	.....	5 69	45 70
8th	W. S.	" 8.	.....	344 87	
"	W. S.	" 88.	.....	286 75	
"	P. S.	" 6.	.....	149 23	
"	P. S.	" 25.	.....	67 39	
"	C. S.	" 2.	.....	657 55	1,455 29
9th	W. S.	" 16.	.....	184 42	
"	W. S.	" 41.	.....	808 54	
"	P. S.	" 24.	.....	28 99	466 95
10th	P. S.	" 1.	.....	14 87	14 87
11th	P. S.	" 5.	.....	188 51	188 51
13th	W. S.	" 84.	.....	8 50	
"	P. S.	" 20.	.....	5 75	9 25
14th	W. S.	" 21.	.....	62 29	62 29
15th	W. S.	" 10.	.....	282 84	
"	W. S.	" 85.	.....	49 01	
"	W. S.	" 47.	.....	53 80	385 65
16th	W. S.	" 11.	.....	283 66	
"	W. S.	" 45.	.....	193 59	
"	P. S.	" 12.	.....	43 28	
"	P. S.	" 14.	.....	9 23	
"	P. S.	" 19.	.....	82 62	
"	C. P. S.	" 1.	.....	2 48	555 06
17th	W. S.	" 18.	.....	66 84	
"	W. S.	" 19.	.....	66 65	155 49
18th	W. S.	" 40.	.....	96 28	
"	W. S.	" 50.	.....	21 72	
"	P. S.	" 16.	.....	0 88	
"	P. S.	" 27.	.....	17 87	126 25
19th	W. S.	" 18.	.....	873 67	873 67
21st	W. S.	" 14.	.....	9 59	9 59
22d	W. S.	" 9.	.....	78 74	
"	W. S.	" 17.	.....	67 21	
"	W. S.	" 28.	.....	46 55	
"	W. S.	" 51.	.....	186 69	
"	P. S.	" 35.	.....	82 08	411 27
Totals for Ward Schools.....				\$4,384 42	\$4,384 42
Hall of Board of Education.....				876 16	876 16
Normal Schools.....				12 63	12 63
Depository.....				562 02	562 02
Shop (including incidental expenses).....				2,741 16	2,741 16
				\$8,526 39	\$8,526 39

Schedule No. 7.

STATEMENT of the Names and Ages of the Pupils Instructed in the Free Academy, from the close of the Academic year (July 19th) to the 31st day of December, 1859, inclusive; of the time each Student was so instructed, of the Studies pursued, and the Books or portions of Books so Studied.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
1	Bradley, Edward A.....	18	<p>Butler's Analogy of Natural and Revealed Religion, (entire.)</p> <p>Physics—Bird's Elements of Natural Philosophy, as a text-book, from page 169 to page 386. The course was conducted principally by lectures.</p> <p>Ancient Languages — Thucydides, Book I., chap. 1–32 inclusive, with frequent reviews.</p> <p>Civil Engineering—Mahan's Civil Engineering, 163 pages.</p> <p>Original Compositions and Declamation once a month.</p> <p>French — Vannier's Pronunciation. Robertson's Grammar, 170 pages. Regular and irregular verbs.</p> <p>Roemer's Polyglot Readers. Part I.</p> <p>Lectures on the history of the formation of the French Language.</p> <p>Time—Four months.</p>
2	Buckmaster John W.....	18	Same as No. 1.
3	Chappell, William	17	do.
4	Crocheron, Reuben.....	18	do.
5	Crosby, Franklin B.....	18	do.
6	De Peyster, Frederick J....	20	do.
7	De Peyster, Jacob A.	19	do.
8	Easton, Robert Thomas B...	19	do.
9	Grant, Richard S.....	19	do.
10	Hiscox, Freeman	18	do.
11	Hyatt, Stephen B.....	17	do.
12	James, Josiah.....	17	do.
13	Keith, Charles Clarence T...	17	do.
14	Ketcham, Edgar, Jr.....	18	do.
15	Markoe, Thomas.....	19	do.
16	McCutcheon, Edward.....	17	do.
17	Meeks, Edwin B.....	19	do.
18	Nesbit, Alexander.....	19	do.
19	O'Neil, Henry P.....	17	do.
20	Sherwood, Scott R.....	17	do.
21	Tremain, Henry E.....	19	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
22	Van Boskerck, Richard T....	18	Same as No. 1.
23	Wrightman, George, Jr.....	16	do.
24	Allison, Thomas.....	18	Same as No. 1, in all except the Modern Languages. Spanish—Ollendorff's Grammar. Butler's Phrase Book. Morales' Reader. Iriarte. Time—Four months.
25	O'Brien, William.....	17	Same as No. 24.
26	Torrey, Herbert G.. ...	21	do.
27	Trainor, Eugene E.....	18	do.
28	Balch, Charles L.....	19	Same as No. 1, in all except the Modern Languages. German — Glaubenskleer's Grammar, elementary part. Glaubenskleer's Reader. Time—Four months.
29	Black, George Alex.....	19	Same as No. 28.
30	Chollar, Byron Edgar.....	19	do.
31	Delaney, John.....	19	do.
32	Dwight, Melatiah E.....	18	do.
33	Goodwin, Frederick F....	19	do.
34	Hartt, Henry Le Baron.....	18	do.
35	Hobart, Frederick.....	18	do.
36	Mackellar, Thomas.....	18	do.
37	Thurman, William.....	19	do.
38	Young, Edward F.....	19	do.
39	Adams, Samuel Gardner....	18	Same as No. 1, in all except the Languages. German — Glaubenskleer's Grammar, elementary part. Glaubenskleer's Reader. Flaxman's Handbook, Part II., to page 280. Maria Stuart. Time—Four months.
40	Connor, Rowland.....	17	Same as No. 39.
41	Gray, William C. B.....	20	do.
42	Loveridge, Henry.....	17	do.
43	Rawolle, Frederick.....	17	do.
44	Smith, William C.....	18	do.
45	White, Henry Kirke.....	18	do.
46	Wood, Joseph L. R.....	17	do.
47	Anderson, Ed. Willoughby..	18	Mahan's Intellectual Philosophy. Ancient Languages—Owen's Homer's Iliad, Books I. and II., to line 225, with frequent reviews. Livy, Book I., with frequent reviews. English Language and Literature—Fowler's English Language, studied and reviewed to Part IV., page 177. Natural Philosophy — Bartlett's Analytical Mechanics, 320 pages

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
			Regular exercises in Composition and Oratory, including a public exhibition in Original Declamation, at the close of the term.
			Time—Four months.
48	Bancker, Marinus Willett...	16	Same as No. 47.
49	Cooper, George Campbell...	19	do.
50	Cox, Edwin Marion.....	16	do.
51	Crosby, William Bedlow, Jr..	17	do.
52	Davis, Charles Elisha.....	17	do. (1½ months.)
53	Elliott, Gilbert Molleson....	18	Same as No. 47.
54	Hopkins, S. M. Blachford....	17	do.
55	Hopping, Edward Campfield..	17	do.
56	Hyde, Edwin Francis.....	17	do.
57	Kelly, Edward.....	18	do.
58	Kelly, Michael James.....	16	do.
59	Kennedy, Thomas Jefferson..	18	do.
60	Kiernan, Lawrence.....	17	do.
61	King, James, Jr.....	17	do.
62	Kirkland, Chas. Pinkney....	18	do.
63	Little, William.....	19	do.
64	Lowry, James Patchell.....	17	do.
65	Maas, Abraham.....	17	do. (½ month.)
66	Man, Frederick Halsey.....	17	Same as No. 47.
67	Marsh, Edward Thomas....	18	do.
68	McGeorge, William.....	18	do.
69	Murphy, James.....	20	do.
70	Orr, Robert.....	17	do.
71	Raymond, James Loder.....	17	do.
72	Roberts, Geo. Washington..	17	do.
73	Selvage, Henry Clay.....	17	do.
74	Slade, Frederick Jarvis.....	17	do.
75	Starkey, Charles Edwin.....	16	do.
76	Sweet, Milton Benoni.....	18	do. (1½ months.)
77	Morrison, James Edward....	16	Same as No. 47.
78	Terry, David Dean.....	17	do.
79	Thurston, Geo. Washington..	17	do.
80	Turner, John Hamilton.....	17	do.
81	Vienot, Emile.....	18	do.
82	Watson, George Washington	18	do.
83	Weldon, John, Jr.....	17	do.
84	West, William Frederick....	16	do.
85	White, Jefferson Howard....	17	do.
86	Wilkey, Oscar.....	18	do.
87	Wiley, William Halsted.....	17	do.
88	Wilson, Thaddeus.....	18	do.
89	Wood, Joseph Simeon.....	17	do.
90	Young, Nathaniel.....	16	do.
91	Anderiese, James.....	17	Same as No. 47, in all except the Languages. Spanish — Sales' Grammar (entire). Quintana's Vidas de Espanoles Celebres.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
			(entire). Don Quixote (half) (Selections from Spanish Classics. Translations from English Classics into Spanish. Original Composition, Dictation, and Conversation. Time—Four months.)
92	Accough, Theodore Galpin..	19	Same as No. 91.
93	Briggs, Benjamin Mills.....	17	do.
94	Childe, Evander, Jr.....	18	do.
95	De Nyse, Edwin Forrest....	19	do.
96	Hayward, Clarence Baker....	17	do.
97	Kennedy, Theodore Ward..	17	do.
98	Kimball, William Cargill....	18	do.
99	Kingsland, Phineas Cumming	17	do.
100	Mitchell, Roland Greene....	18	do.
101	Pullman, James Henry.....	17	do.
102	Sanger, William Henry.....	18	do.
103	Speir, Archibald.....	17	do.
104	Starkey, David James.....	19	do.
105	Taylor, Alfred Henry.....	17	do.
106	White, Cyrus Barker.....	18	do.
107	Aiton, William.....	15	Ancient Languages—Owen's Xenophon's Anabasis, Book I. Cicero's Orations against Catiline, 1st, 2d, and 3d, and Oration for the Post Archias, with frequent reviews. Political Economy. Modern History—Weber's Universal History, from p. 202 to 291, 314 to 343, 388 to 405, with continual reference to standard authors, original works and maps. Exercises in Oratory and Composition. English Literature—Graham's Synonyms, studied and reviewed from the beginning to sec. 4, page 250. Drawing from models and casts (from manuscript), three lessons a week. Lectures on Ornamentation once a week. Mathematics—Davies' Def. Calculus to chap. vi., 118 pp., and reviewed. Time—Four months. Same as No. 107.
108	Berryman, Wilson.....	16	do.
109	Boyer, Edward Hoffmire....	15	do.
110	Brekes, David.....	18	do.
111	Brower, John Lovett.....	15	do.
112	Carley, Eldred Absalom....	16	do.
113	Cahill, William Edward....	17	do.
114	Danelson, John Edwin....	18	do.
115	Dispecker, Abraham.....	16	do.
116	Dwight, Elihu,.....	15	do.
117	Fitch, Augustus Dennis....	15	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
118	Giffing, Isaac Aylwin.....	15	Same as No. 107.
119	Granberry, Wm. H. Harrison	16	do.
120	Hoyt, Harlow Mather.....	16	do.
121	Kimball, Horace Esterbrook.	19	do.
122	Kitchen, James.....	16	do.
123	Kursheedt, Alex'r Eleazar...	16	do.
124	Lee, Arthur Malachi.....	17	do.
125	Lord, Henry.....	17	do.
126	McAfee, Knox.....	17	do.
127	Meakim, Willet Ward.....	16	do.
128	Meikleham, Th's M. Randolph	18	Leave of Absence.
129	Michaelis, Otto Emile.....	17	Same as No. 107.
130	Million, Michael Joseph.....	17	do.
131	Moyniham, Edward Francis.	17	do.
132	Medham, George Gordon..	17	do.
133	Newschafer, William.....	16	do.
134	Roberts, Charles, Jr.....	16	do.
135	Roberts, Nathan Benjamin..	17	do.
136	Rowe, Edward Augustus....	16	do.
137	Sanders, Lewis.....	16	do.
138	Sanger, Adolph Lewis	16	do.
139	Slauson, William James.....	16	do.
140	Smith, Albert Dodge	17	Pursued a partial course.
141	Smith, Henry Parsons.....	18	Same as No. 107.
142	Snow, Geo, Washington, Jr..	17	do.
143	Spencer, Galen Carter.....	20	do.
144	Steele, Henry	16	do.
145	Stoutenburgh, William.....	16	do.
146	Strong, Richard Polk.....	16	do.
147	Sutherland, John.....	16	do.
148	Trippe, James Matthews....	20	do.
149	Thurman, Washington K....	18	do.
150	Van Wagellan, Brittian.....	17	do.
151	Ward, Caleb Theophilus....	16	do.
152	Watson, James Rob't Thomas	16	do.
153	Werner, Morris.....	16	do.
154	Zellner, Sina.....	16	do.
155	Adams, Augustus Reiner...	17	Same as No. 107, in all except the Languages. French—Roemer's 2d Reader (entire), with abstracts in French. Translations from English into French. Noel and Chapsal's Grammar, from § 1 to § 285. German—Glaubensklee's Gram. Glaubensklee's Reader (part). Flaxman's Dialogues (part). Time—Four months.
156	Adams, Samuel Grant.....	16	Same as No. 155.
157	Honner, John.....	17	do.
158	Koch, Joseph.....	16	do.
159	Lyd cker, Garrett J	15	do.
160	Newcomb, John Hopper....	18	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
31	Pike, Boas Emanuel.....	17	Same as No. 155.
32	Slocum, William Edwin....	16	do.
33	Stewart, Sidney Harrison, Jr.	18	do.
34	Vuargnoz, Augustus Joseph	16	do. German — Glaubensklees Grammar William Tell. Egmont. Time—Four months.
65	Bolles, Richard Johnson....	16	Same as No. 155, except in the Modern Languages (Spanish instead of German). Spanish—Ollendorff's Grammar (entire), Pizarro's Phrase Book. Iriarte's Fables (entire). Quintana. Composition in Spanish. Translations—English into Spanish. Dictation, Reading, and Conversation. Time—Four months.
166	Evans, William Thomas....	16	Same as No. 165.
167	Page, James Seaver.....	17	do.
168	Aherns, Philip.....	15	Ancient Languages—Virgil's <i>Æneid</i> , books 1st and 2d, with frequent reviews. Andrews and Stoddard's Latin Grammar, Rules of Prosody and their application to Scanning. Sophocles' Greek Lessons, from p. 5 to 28. Sophocles' Greek Grammar, with frequent reviews. Mathematics—Docharty's Plain and Spherical Trigonometry. Mensuration, Surveying, and Navigation, with reviews. Descriptive Geometry (from manuscripts). XV books, with application to Industrial Drawing, five lessons a week. Rhetoric—Day's Rhetoric, from page 1 to page 150. Ancient History—Weber's Outlines of Universal History, from page 1 to page 113, with continual reference to standard authorities, and ancient and modern maps. Moral Philosophy—Alexander's Moral Science (entire). English Language—Fowler's English Language in its elements and forms, studied and reviewed, from chap. 28th, page 234 to page 409. Composition and declamation. Time—Four months.
69	Asiel, Leopold Nathan.....	16	Same as No. 168.
70	Baldwin, Truman Hamilton..	15	do.
71	Barnum, Edward Bragdon...	15	do. (1½ months.)
72	Bell, James David.....	16	Same as No. 168.
73	Bildersee, Barnett.....	15	do.
74	Blackwell, John Thomas....	15	do.
75	Blakeman, William Nelson..	16	do.

No	NAMES OF STUDENTS.	AGE	STUDIES PURSUED, AND TIME.
176	Blauvelt, Cornelius Ryckman	16	Same as No. 168.
177	Blauvelt, John Hogankamp.	15	do.
178	Blumenstiel, Alexander	16	do.
179	Bogert, Nicholas J. Marselus	17	do.
180	Boggs, David Henry.	17	do.
181	Boyd, John.	16	do.
182	Breath, Charles.	16	do.
183	Bull, William Lanman.	15	Absent by permission.
184	Byrnes, Thomas Bernard. . . .	15	Same as No. 168.
185	Campbell, John Boyd.	15	do.
186	Clark, George Crawford. . . .	15	do.
187	Crosby, Henry Ashton.	15	do.
188	Chalmers, John Cheesman. . .	16	do.
189	Dakin, Albert Harlow.	16	do. (1 month.)
190	Deacon, John.	17	Same as No. 168.
191	Dohrman, Augustus Fred'k. . .	15	do.
192	Dugan, Thomas.	16	do.
193	Demarest, Samuel S., Jr. . . .	20	do.
194	Dwight, John Elihu.	15	do.
195	Ellsworth, Girard.	17	do.
196	Ennis, George Henry.	15	do.
197	Evans, Lemuel George, Jr. . . .	17	do.
198	Fackler, Wiley Boling.	17	do.
199	Ferrier, Thomas, Jr.	16	do.
200	Ferrier, William Walker. . . .	17	do.
201	Fisher, Eustace Whipple. . . .	17	do.
202	Francis, Edward William. . . .	17	do.
203	Garrish, John Poole, Jr.	16	do.
204	Glover, William Horace.	17	do.
205	Gosling, Israel Lafayette. . . .	18	Same as No. 168, in all except Mathe- matics. Pursued a partial course
206	Gumbleton, Henry.	15	Same as No. 168.
207	Haggarty, Francis Joseph. . . .	18	do.
208	Harrison, Thomas Bullitt. . . .	17	do.
209	Hartt, James Mair.	16	do.
210	Henderson, Edward Hamilton	16	do.
211	Hewitt, Alfred.	15	do.
212	Hibbard, Rufus Percy.	15	do.
213	Hickok, George Benedict	16	do.
214	Hilger, Maurice, Jr.	16	do.
215	Howland, Henry Raymond. . . .	15	do.
216	Ingersoll, William Halsey. . . .	15	do.
217	Jasper, David Samuel.	15	do.
218	Jones, Benjamin Franklin. . . .	17	do.
219	Jouf, George Louis.	15	do.
220	Kurzman, Ferdinand.	16	do.
221	Labagh, Isaac Mend.	15	do.
222	Leonard, Caleb Reynolds. . . .	15	do.
223	Leonard, James.	17	do.
224	Lennon, George Washington	15	do. (2) months
225	Marshall, James.	16	Same as No. 168.
226	Martin, George Randolph. . . .	17	do.
227	McWhood, Edward, Jr.	16	do.
228	Miller, Thomas Robin.	15	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
229	Mix, William Barney.....	16	Same as No. 168.
230	Monell, Ambrose.....	16	do.
231	Morse, Gilbert Livingston...	17	do.
232	Mott, Richard Emory.....	16	do.
233	Newell, Darius Ephraim....	15	do.
234	O'Connor, Charles Henry...	15	do.
235	Offley, David Remsen.....	15	do.
236	O'Rourke John.....	15	do.
237	Orr, John.....	16	do.
238	Orton, Azariah Jackson....	17	do.
239	Ottinger, Philip Joseph...	15	do.
240	Owen, Edward Livingston...	16	do.
241	Perham, Theodore Augustus...	16	do.
242	Roberts, William Henry...	16	do.
243	Roof, Stephen White.....	16	do.
244	Ryan, George Washington...	20	do.
245	Sands, James Green.....	16	do.
246	Sharp, James Robert, Jr....	18	do.
247	Steins, Victor Hugo.....	16	do.
248	Stephens, Geo. Washington...	15	do.
249	Stevenson, William Gillespie...	16	do.
250	Storm, John Bailey.....	16	do.
251	Sturgis, Appleton.....	17	do.
252	Taber, James Ayres.....	16	do. (3 months)
253	Taylor, John Henry.....	18	Same as No. 168.
254	Thatcher, John Christopher...	15	do.
255	Tilton, Edgar.....	18	do.
256	Trippe, Henry Martyn.....	16	do.
257	Van Dyck, Howard Butler...	16	do.
258	Van Vleck, Abraham Kipp...	16	do.
259	Venot, Jules Frederick....	15	do.
260	Vitt, Herman Augustus....	16	do.
261	Waller, Frank.....	17	Do. in Ancient Languages, History and Belles Lettres, and English Language. Pursued a partial course.
262	Wandell, Townsend.....	18	Same as No. 168.
263	Weber, Aug. Charles F.....	15	do.
264	Webster, Edward Bayard...	16	do.
265	Wolfschlag, Henry.....	16	do.
266	Wood, George Warren, Jr....	16	do.
267	Worrall, Wade Arthur....	15	do.
268	Zabriskie, John Lemaire....	16	do.
269	Throckmorton, Barberie W...	16	do.
270	Wallace, John, Jr.,.....	18	do.
271	Whitney, Erastus Pratt....	17	do.
272	Alexander, Chas Curtis.....	16	Same as No. 168, in all except the Languages. French—Robertson's System of Teach- ing French, as far as page 287. Roemer's Polyglot Reader, Part I., with Logical and Grammatical Analysis Roemer's 2d Reader, to page 270 Dic- tation with application of Grammar.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
			German — Glaubensklée's Grammar, elementary part, and Exercises to pronouns. Glaubensklée's Reader, 1st section to page 20. Time—Four months.
273	Allason, William DeLamater	16	Same as No. 272.
274	Amory, John Cookson.....	16	do.
275	Begart, Charles Craft.....	15	do. (1 month.)
276	Bogart, James Henry.....	15	Same as No. 272.
277	Brooks, Frederick William..	15	do.
278	Browning, John Hale.....	17	do. (1 month.)
279	Brush, Charles Ethelbert...	15	Same as No. 272.
280	Conklin, Henry Ritch.....	15	do.
281	Crocheron, Washingt'n Irving	15	do.
282	Abbe Walter Colgate,	15	do.
283	Dwyer, Michael.....	15	do.
284	Edmundson, Henry J. N. P..	15	do.
285	Elder, Samuel George.....	15	do.
286	Ellsworth, Washingt'n White	16	do.
287	Forbes, Arthur, Jr.....	17	do.
288	Fowler, Cyrus Edward.....	15	do.
289	Frost, Richard Bowne.....	15	do.
290	Gaddis, William.....	16	do. (1 month.)
291	Gavey, Camile Pierre.....	15	Same as No. 272.
292	Gibney, John Roll.....	16	do.
293	Gleason, Francis Porcher...	16	do.
294	Glover, Elijah Archer.....	16	do.
295	Goodenow, Edward Kirke...	15	do.
296	Gordon, Leonard.....	16	do.
297	Gore, Martin Alonzo.....	17	do.
298	Green, Garret E.....	16	do.
299	Griffin, Bradney.....	16	do.
300	Grinnell, Henry Walton....	16	do.
301	Hall, William Corning.....	16	do.
302	Hanks, Charles Grenelle....	15	do.
303	Harris, George Hamilton....	15	do.
304	Henderson, Peter E.....	16	do.
305	Howard, George Washington	16	do.
306	Hyde, Frederick Erastus....	15	do.
307	Jackson, Daniel.....	16	do.
308	Jenkins, Augustus Shotwell.	16	do.
309	Kühner, Ferdinand	15	do.
310	Lee, Philip Parker.....	15	do.
311	Kerwin, Joseph Benedict...	17	Do. in all except History, Rhetoric, Moral Philosophy and English Language. Pursued a partial course.
312	Hamilton, Louis McLean...	15	Same as No. 272.
313	Lockwood, Joseph Seaman..	15	do.
314	Lomia, Luiga.....	16	do.
315	Lyng, Jardine.....	18	do.
316	Mabbatt, Samuel Russell, Jr.	15	do. (2 months.)

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
317	Mack, Samuel.....	16	Same as No 272.
318	Marsh, Alfred Courtney.....	15	do.
319	McCoy, Edward, Jr....	15	do. (3 months.)
320	McGirr, Robert Andrew....	15	Same as No 272.
321	Miles, Edward Carrington...	16	do.
322	Newstadter, Jacob Henry...	15	do.
323	Paddon, George William....	15	do.
324	Peek, Eben Berckley.....	16	do.
325	Pfluger, John Jacob Frederick	15	do.
326	Riley, Peter James.....	15	do.
327	Robinson, James Whiting...	17	do.
328	Sherwood, Luman, Jr.....	16	do.
329	Wiley, Thomas Brown.....	16	do.
330	Witterwoulgh, Ernest.....	17	Do. in French and German only. Pursued a partial course.
331	Wood, James Robert.....	15	Same as No. 272.
332	Woodward, John.....	15	do. (3 months.)
333	Berenbroick, Frederick, Jr..	15	Same as No. 272, in all except Languages (Spanish instead of German.) Spanish—Olendorff's Grammar (half), Butler's Phrase Book (half), Morales' Reader (half). Time—Four months.
334	Dunlap, William Henry.....	16	Same as No. 333.
335	Hatch, Stephen Southmayd..	15	do.
336	Saunders, John Francis.....	17	do.
337	Strang, Frederick.....	15	do.
338	Thompson, Edward Lush...	15	do.
339	Walker, James Henry... ..	15	do.
340	Winter, Edward.....	17	do.
341	Young, William.....	15	do.
342	Abbott, John Neil McLeod..	15	Latin—Andrews and Stoddard's Latin Grammar. Andrews' Latin Reader (Fables and Mythology). Outlines of English Grammar, studied and reviewed. Mathematics — Docharty's Algebra, from page 125 (Inequalities), to chap. VIII., page 243, studied and reviewed. Natural History—Lectures were delivered to the class once a week, on the subject of Astronomy and Geology. The Students were required to take notes of the Lectures, and prepare for recitation during the week. The notes were then re-written and inspected at the final examination, and the proper credits given to each student. Chemistry—Lectures were delivered once a week to the class on Chemistry, using Renwick's Outlines of Chemistry as a text-book. Time—Four months.
343	Adams, Charles Dedirer....	15	Same as No. 342.

No.	NAMES OF STUDENTS.	AGE	STUDIES PURSUED, AND TIME.
344	Aiton, Robert	16	Same as No 342.
345	Allen, William Oscar.. ...	16	do. (1 month)
346	Amery, John.....	17	do. (2 months.)
347	Applety, Charles.....	14	Same as No. 342.
348	Bachrach, Martin.....	14	do.
349	Baldwin, George Taylor....	16	do.
350	Balen, Abraham D.	16	do. (1½ months.)
351	Betts, John McEwen	15	Same as No. 342.
352	Birdseye, Geo. Wash'n Pratt	15	do.
353	Bischoff, Henry R O	15	do. (2 months.)
354	Blakeman, Caldwell Rober'ten	15	Same as No. 342.
355	Brinkerhoff, Chas. Hardenb'g	15	do.
356	Britt, Benjamin.....	16	do.
357	Broach, Geo Washington... ..	15	do.
358	Broach, James Augustus ...	16	do.
359	Brookes, Horace Joshua....	14	do.
360	Burrell Philip Ware.....	15	do.
361	Byrnes, Thomas William....	15	do.
362	Cahill, Samuel.....	14	do.
363	Cameron, John Spencer.....	14	do.
364	Clarkson, John Abbott.	15	do.
365	Clarkson, Samuel Floyd, Jr..	14	do.
366	Cragin, William Briggs... ..	15	do.
367	Crane, Benjamin Franklin, Jr	15	do.
368	Davis, Isaac Snow	15	do.
369	Dean, John Wesley	14	do.
370	De Socarras, Macedonio....	17	do.
371	Doran, Dennis James	14	do.
372	Dougherty, Michael Angelo	19	do.
373	Dugan, Charles,	14	do.
374	Dunlap, Samuel, Jr.	15	do.
375	Edgar, James Manning, Jr..	15	do.
376	Edwards, Thomas	16	do.
377	Fitzsimmons, John	15	do.
378	Flanagan, James	14	do.
379	Gallician, Thomas	15	do.
380	Giffing, William Craig. ...	14	do.
381	Gillespie, Benjamin Parr ..	15	do. (2½ months.)
382	Kimbernati, Charles.	17	Same as No 342
383	Goebel, Lewis	19	do.
384	Granberry, Theodore	15	do.
385	Gray, Henry Peter, Jr	15	do.
386	Gibman, Daniel Tremble ..	14	do.
387	Ennis, James	16	do.
388	Greenwood, Rich'd Booth, Jr	15	do.
389	Griffin, William.	16	do. (2½ months.)
390	Harrison Jacob Barker	16	Same as No 342
391	Harrison, William Gilpin....	14	do.
392	Harsen, John Pease	14	do.
393	Hartt, James	15	do.
394	Harvey, Le Grand.....	16	do.
395	Hay, James	15	do.
396	Heinzer, Jacob Hierominus..	16	do.
397	Haswell, Charles Haynes, Jr	15	do.

No	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
398	Hervey, Daniel Edward.....	14	Same as No. 342.
399	Hibbard, Charles Mould.....	16	do.
400	Hitchcock, Roswell D., Jr....	14	do.
401	Hitchcock, Urban Gillespie..	14	do.
402	Hopkins, Sanford.....	15	do.
403	Hopping, Geo. Washington.....	14	do.
404	Hornthal, Lewis Max.....	14	do.
405	Horton, Chas. Harrison.....	15	do.
406	Hudson, Erasmus D., Jr.....	16	do.
407	Hughes, John Edward.....	14	do.
409	Hurl, Anson Ashbury.....	15	do.
409	Jasper, Robert Thompson.....	14	do.
410	Jentz, Otto Frederick.....	15	do.
411	Johnson, Willoughby.....	16	do.
412	Jones, David Gower.....	16	do.
413	Jones, George Albert.....	15	do.
414	Joyce, Charles Augustus.....	15	do.
415	Kelsch, George Francis.....	15	do. (½ month)
416	Kent, John Terry.....	15	Same as No. 342.
417	King, William Henry.....	14	do.
418	Kingland, John Crittenden.....	16	do.
419	Kirchies, Louis Philip.....	14	do.
420	Koch, Louis Philip.....	14	do.
421	Lacour, John Wesley.....	15	do.
422	La Rue, Joseph Mortimer.....	15	do.
423	Lauterback, Edward.....	15	do.
424	Le Comte, Vincent.....	16	do.
425	Leonard, John Henry.....	15	do.
426	Liventrill, David.....	15	do. (2 months)
427	Lichtenberg, Isaac.....	14	Leave of absence remainder of the Term.
428	Lord, Edwin Polk.....	15	Same as No. 342.
429	Lovejoy, Samuel Cochran.....	14	do.
430	Mackie, George Barclay.....	15	do.
431	Man, George Albon.....	14	do.
432	Malloy, Henry Frederick.....	14	do.
433	Maynard, John Francis.....	15	do.
434	McInerney, Aug. James.....	16	do.
435	McNespie, Joseph James.....	15	do.
436	McQuirk, John.....	14	do.
437	Marks, Eugene.....	16	do.
438	Mills, George Henry.....	14	do. (1½ month.)
439	Monroe, Robert Dayton.....	14	Leave of absence remainder of the Term.
440	Moore, Edgar Wells.....	16	Same as No. 342.
441	Moynihan, Edward.....	14	do.
442	Munson, John Henry.....	15	do. (2½ months.)
443	Murphy, Patrick Emanuel.....	15	Same as No. 342.
444	Noyes, Frederick Bacon.....	15	do.
445	O'Brien, Lawrence Henry.....	16	do.
446	O'Connor, Randal.....	15	do.
447	Orr, Joseph.....	15	do.
448	Parker, Joel, Jr.....	16	do.
449	Partridge, Edward Briggs.....	15	do.

No.	NAMES OF STUDENTS.	AGE	STUDIES PURSUED, AND TIME
450	Phelan, Wm Henry Hyatt.	15	Same as No. 342. (1 month.) Leave of absence remainder of the Term.
451	Plumb, Sanford Gilmore...	16	Same as No. 342.
452	Quackenbush, Andrew, Jr...	14	do.
453	Raynor, Samuel Johnson. . .	14	do.
454	Reynolds, George Edward..	16	do.
455	Rhoades, George Brown. . .	16	do.
456	Ritchie, Andrew.....	15	do.
457	Roberts, Edward.....	15	do.
458	Rooney, Geo Washington..	15	do.
459	Rooney, William Henry....	14	do.
460	Schack, Rudolph William..	14	do.
461	Skiffington, William John..	17	do.
462	Slater, Samuel Edward.....	14	do.
463	Slover, Warren Gilbert F....	14	do.
464	Smith, Alphonso.....	16	do.
465	Smith, Isaac Spencer.....	15	do.
466	Smith, Samuel De Witt....	15	do.
467	Smith, Wm. Dyckman, Jr...	15	do. (2½ months.)
468	Souder, James Hopkins.....	17	Same as No. 342.
469	Spencer, William Gray....	15	do.
470	Spingarn, Seigmund....	14	do.
471	Staples, Frank Nathaniel . .	16	do.
472	Stevenson, Andrew, Jr	14	do.
473	Stratford, William.....	15	do.
474	Sturges, Edward Baker....	15	do.
475	Suffern, Edward Lee	14	do.
476	Sutherland, Wm. Allen	14	do.
477	Swansboro', Alfred Henry..	14	do.
478	Sweetzer, Samuel	17	do.
479	Tate, Charles	14	do.
480	Thomas, David Anderson, Jr	16	do.
481	Thompson, Joseph Parish, Jr	15	do.
482	Thorne, James Elliott . . .	15	do.
483	Thorpe, William Chester...	14	do.
484	Townsend, James.	15	do.
485	Tracy, Charles Edward ...	14	do.
486	Trist, Nicholas Philip.....	16	do.
487	Turner, William James . .	15	do.
488	Underhill, Stephen Merihew	16	do.
489	Valentine, George Faile . .	15	do.
490	Valentiene, Warren Henry	15	do.
491	Van Cott, Leonard Boole ...	14	do.
492	Van Cott, Wm Hathaway, Jr	15	do.
493	Van Dyke, Rodolphus.....	15	do.
494	Van Pelt, Chas Washington	17	do.
495	Van Voorhees, Elias W., Jr	15	do.
496	Ward, Frederick Butler	16	do.
497	Warth, John William, Jr...	15	do.
498	Webb, William Edward	16	do.
499	Weightman, William Henry	14	do.
500	Westerfield, William . . .	15	do.
501	Wheeler, William Adams, Jr	15	do.
502	White, Albert Moore	17	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
503	White, John Stewart...	15	Same as No. 341.
504	Whitely, William Henry....	14	do.
505	Willey, James Edward.....	15	do.
506	Winter, William James.....	14	do.
507	Young, Samuel John.....	14	do.
508	Zacharie, Chas. Lawson....	14	do.
509	Ahearne, Matthew.....	16	Same as No. 342, in all except the Languages. French — Vannier's Pronunciation, Robertson's System of Teaching French 19 lessons, (practical part.) Regular Verbs, in all their forms, with Oral Phraseological Exercises. Time—Four months.
510	Amory, James Walter.....	19	Same as No. 509.
511	Appleton, Michael.....	14	do.
512	Baker, Jacob Salter.....	15	do.
513	Barker, Joseph Durbrow....	15	do.
514	Barry, Samuel Lamont.....	16	do.
515	Baum, Isaac.....	15	do.
516	Beck, John George.....	16	do.
517	Bettman, Marcus.....	14	do.
518	Bliss, William Henry.....	15	do.
519	Bonestill, James Henry....	15	do.
520	Briggs, Russell Isaac.....	15	do.
521	Brown, Abraham.....	15	do.
522	Brown, Charles De Costa, Jr.	15	do.
523	Budenbach, Oswald..	15	do.
524	Bylandt, John Edward.....	16	do.
525	Byrnes, James Joseph Henry	15	do.
526	Calvert, John Thomas.....	15	do.
527	Campbell, George.....	15	do.
528	Candler, James, Jr.....	14	do.
529	Carmody, Chas. Bartholomew	14	do.
530	Carr, Thomas.....	16	do.
531	Chatillon, John Peter.....	15	do.
532	Coddington, Henry Kiersted.	14	do.
533	Cohen, Joseph.....	15	do.
534	Corkey, Joseph Alonzo.....	15	do.
535	Corris, Joseph.....	16	do.
536	Craft, Henry Grey.....	14	do.
537	Crawford, James Henry....	15	do. (1 month.)
538	Crowell, Martin Luther....	14	Same as No. 509.
539	Cunningham, Ezra Marshall	17	do. (2 months)
540	Curry, David, Jr.....	15	Same as No. 509.
541	Dame, William Birdsall....	14	do. (3 months.)
542	Davie, Archibald.....	15	do. (1 month.)
543	Davis, Abraham Benson....	14	Same as No. 509.
544	Davis, Elias David.....	14	do.
545	De Greck, Otto.....	14	do.
546	Demarest, George Francis...	14	do.
547	Demarest, William Coleman.	15	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
548	Denvir, Thomas Jefferson...	16	Same as No. 509.
549	Devlin, Arthur Bernard.....	16	do.
550	Dimond, John James.....	14	do.
551	Donohue, Daniel,.....	14	do.
552	Downer, Charles A.....	15	do.
553	Dow, William Shepard.....	15	do.
554	Drew, Burton.....	16	do.
555	Ebbetts, George Arcularius..	16	do.
556	Eldridge, William Henry...	14	do.
557	Elwood, Chas. Edward.....	14	do.
558	Fagan, John.....	14	do.
559	Farenholz, Henry Christoph'r	15	do.
560	Fielding, Henry.....	15	do.
561	Flammer, Charles.....	14	do.
562	Flanagan, Adam Clark Jr....	16	do.
563	Flynn, Benjamin Weeks....	14	do.
564	Foster, George H.....	14	do.
565	Fowler, Charles Theodore ..	15	do.
566	Frick, Charles.....	14	do.
567	Fuller, Luther Mason.....	15	do.
568	Gaddis, David.....	15	do.
569	Gallagher, Cornelius Charles	15	do.
570	Gimbernath, Theophilus.....	15	do.
571	Glassford, John Ham. Neilly	15	do.
572	Goldsmith, Charles.....	15	do.
573	Goldsmith, Henry.....	13	do.
574	Gordon, Read, Jr.....	14	do.
575	Gourly, Colin.....	15	do.
576	Grady, John Thomas.....	14	do. (2 months.)
577	Hadden, Thos. Henry H....	15	Same as No. 509.
578	Hahn, Isaac Henry.....	14	do.
579	Hallock, George Garret.....	14	do.
580	Hart, James.....	15	do.
581	Harty, Benj. Geo. Henry....	14	do.
582	Heinig, Theo. Frank Lewis	15	do.
583	Herz, Cornelius.....	14	do.
584	Higgins, William Henry....	15	do. (2 months.)
585	Hogarty, William Daniel...	15	Same as No. 509.
586	Hughes, John William.....	14	do.
587	Hunt, Henry Clay.....	15	do.
588	Hunt, William Henry.....	19	do. (2 months.)
589	Izquierdo, Baldomero.....	16	Same as No. 509.
590	Jacobs, Ephraim Arnold....	14	do.
591	Jenkins, William Joseph....	15	do.
592	Jennings, George Porter....	14	do.
593	Kamm, Fred. William Mich'l	15	do.
594	Keresey, John Joseph.....	15	do.
595	Ketchum, Chas. Leavenworth	18	do.
596	King, William Augustus....	14	do.
597	Labrie, George Washington..	15	do. (1 month.)
598	Laderer, Samuel Leopold....	14	Same as No. 509.
599	Lawrence, Irving Garrett....	16	do.
600	Lawrence, Isaac Merkel	15	do.

No.	NAMES OF STUDENTS.	AGE	STUDIES PURSUED, AND TIME.
601	Leeds, Charles Armstrong..	15	Same as No. 509.
602	Levi, Jacob Charles.....	15	do.
603	Lines, Theodore Truesdale..	15	do.
604	Littlefield, Leonard Green..	14	do.
605	Lyng, James.....	14	do.
606	Mahony, James Thomas....	14	do.
607	Many, Philip Hale.....	15	do.
608	Marks, Woolf David.....	15	do.
609	Matthews, Smalldridge.....	14	do.
610	May, Henry.....	15	do.
611	McAdams, Lucius.....	14	do.
612	McArdle, John.....	15	do.
613	McCahill, Patrick Henry....	15	do.
614	McChain, Damon Harrison..	15	do.
615	McCollum, Arthur.....	14	do.
616	McCoy, William Francis....	14	do.
617	McGraw, Hugh.....	16	do.
618	McManus, James.....	15	do.
619	McNulty, James Joseph....	15	do.
620	Miller, John.....	14	do.
621	Moore, Edgar.....	15	do.
622	Moon, George Carson.....	14	do.
623	Noyes, Randall Stanwood..	16	do.
624	Osgood, George Bullard....	15	do.
625	Patterson, Albert Mansfield.	14	do.
626	Patterson, Seely Benedict....	14	do.
627	Pell, Aaron Baldwin.....	15	do.
628	Phillips, Henry.....	15	do.
629	Reilly, James Jefferson....	16	do.
630	Rice, John.....	14	do.
631	Roberts, Richard Lloyd....	14	do.
632	Roberts, Samuel Tuttle, Jr..	15	do (3 months)
633	Rudd, Richard Guerdon....	16	do (1½ months.)
634	Sabor, Samuel.....	16	Same as No. 509.
635	Saunders, Richard Jefferson	14	do.
636	Schaffer, George Francis..	15	do.
637	Scofield, Sellick Silliman...	15	do.
638	Secord, William Kealey.....	18	do.
639	Seely, Charles Whitlock....	15	do.
640	Shipman, James De Grasse..	14	do.
641	Simoneon, William Hyde ...	15	do.
642	Smith, Chas. Havens Laidlaw	15	do.
643	Smith, Julius Theodoro....	15	do.
644	Smith, Saml Wm Hopkinson	15	do.
645	Southworth, Chester.....	14	do.
646	Steele, Edward Jenna.....	14	do.
647	Stien, John Floyd.....	14	do.
648	Stephens, Edward, Jr.....	14	do.
649	Stilson, John Linus.....	15	do.
650	Storm, George Rex.....	15	do.
651	Sudlow, George Jay.....	14	do.
652	Sullivan, James Andrew....	14	do.
653	Taggard, John James.....	16	do.

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
654	Tappin, James Wetzlar.....	16	Same as No. 509.
655	Thompson, David Austin....	15	do.
656	Wallwork, John Blair.....	15	do.
657	Warts, Alexander Britton ..	15	do.
658	Westerbury, Alfred George..	14	do.
659	Wemple, Henry Gates.....	16	do.
660	White, Charles Lawrence...	15	do.
661	Whitehead, Fred. Augustus.	16	do.
662	Wilkins, John Henry.....	14	do.
663	Winters, Humphrey Joseph..	14	do.
664	Wyant, Charles Mortimer...	16	do.
665	Young, George W.....	15	do.
666	Youngs, George Albert	15	do.
667	Zieger, John.....	15	do.
668	Ward, Eugene.....	16	do.
669	Ackerman, Gunther....	15	Same as No. 509, in all except the Languages. German—Glaubensklee's Gramm Glaubensklee's Reader. Time—Four months. Same No. 669.
670	Cochran, Robert.....	15	do.
671	Colwell, Warren Augustus..	17	do.
672	Coulter, James Robert.....	14	do.
673	Cox, Joseph	16	do.
674	Cross, John William.....	15	do.
675	Cunningham, Samuel Harvey	14	do. (2 months.)
676	Davis, Walter Treadwell....	17	Same as No. 669.
677	Devine, Thomas.....	15	do.
678	Duryea, Abraham R., Jr....	16	do.
679	Dyer, William Henry, Jr....	14	do.
680	Farmor, John.....	17	do.
681	Hoe, George Edgar.....	15	do.
682	Kehr, William Frederick....	14	do. (2 months.)
683	Kursheedt, Frederick Adolph	14	Same as No. 669.
684	Herbeck, Lewis.....	15	do.
685	Karsch, Bernard.....	16	Do. in Mathematics and German, on Pursued a partial course. Same as No. 669.
686	Kingsland, Isaac Stanley....	14	do.
687	McAvoy, Thomas Francis...	14	do.
688	McCarty, Edward.....	14	do.
689	McGowan, John Edward....	15	do.
690	Oakley, Charles Edward....	14	do.
691	Pullman, Samuel Cooper....	14	do.
692	Trisdofer, Isaac.....	14	do.
693	Vosburgh, Jacob.....	17	do.
694	Worstell, Francis Weller...	16	do.
695	Holmes, Francis Grattan D..	17	do.
696	Serven, Ferdinand Little W.	15	do.
697	Graham, David.....	14	Same as No. 509, in all except the Languages. Spanish—Ollendorff's Grammar (half) Morales' Reader (half).

No.	NAMES OF STUDENTS.	AGE.	STUDIES PURSUED, AND TIME.
			Butler's Phrase Book, (nearly through). Time—Four months.
698	Nagle, John Thomas.....	17	Same as No. 697.
699	Nodine, Alonzo.....	15	do. (2 months.)
700	Tindall, Edward.....	15	Same as No. 697.

Schedule No. 8.

NAMES OF INSTRUCTORS EMPLOYED AT THE FREE ACADEMY, AND
COMPENSATION PAID TO EACH.

NAMES.	Present Annual Compensation.	Paid during the year ending Dec. 31, 1888.
Horace Webster, LL. D., President of the Faculty, and Professor of Intellectual and Moral Philosophy.....	\$3000	\$3000 00
John Jason Owen, D. D., Vice-Principal, and Professor of the Latin and Greek Languages and Literature.....	2500	2500 02
Wolcott Gibbs, M. D., Professor of Chemistry and Physics....	2000	1999 97
Gerardus Beekman Docharty, LL. D., Professor of Pure Mathematics, and Secretary of the Faculty... ..	2000	1999 97
John Augustus Nichols, A. M., Professor of Mixed Mathematics	2000	1999 97
Charles Edward Anthon, A. M., Professor of History and Belles Lettres.....	2000	1999 97
John Graeff Barton, A. M., Professor of the English Language and Literature.....	2000	1999 97
Jean Roemer, LL. D., Professor of the French Language and Literature.....	2000	1999 97
Agustin José Morales, LL. D., Professor of the Spanish Language and Literature.....	1200	1314 28
Theodor Gustav Glaubensklee, Professor of the German Language and Literature.....	2000	1999 97
Paul Peter Duggan, N. A. Professor of Drawing and the Arts of Design (absent with leave).....	2000	1999 97
Herman Joseph Aloys Koerner, Ph. D. Professor of Drawing..	1000	1000 03
Robert Ogden Doremus, M. D., Professor of Natural History, Anatomy, Physiology, and Hygiene.....	2000	1999 97
Joel Tyler Benedict, A. M., Adjunct Professor in the Department of Pure Mathematics.....	2000	1999 97
George Washington Huntsman, Adjunct Professor in the Department of Moral, Intellectual, and Political Philosophy....	1500	1500 00
Joseph Howard Palmer, A. M., Tutor in the Department of Pure Mathematics.....	1500	1500 00
William Beinhauer Silber, A. M., Tutor in the Department of the Latin and Greek Languages and Literature.....	1500	1500 00
Benjamin Arad Sheldon, A. M., Tutor in the Department of Pure Mathematics.....	1000	1000 03
Alfred George Compton, A. M., Tutor in the Department of History and Belles Lettres.....	500	499 99
Arthur McMullen, A. M., Tutor in the Department of Pure Mathematics.....	1000	1000 01
Casimir Fabregou A. M., Tutor in the Department of French Language and Literature.....	500	499 99
Adolph Werner, S. B., Tutor in the Department of History and Belles Lettres.....	500	499 99
Samuel Gould Jelliffe, A. B., Tutor in the Department of History and Belles Lettres.....	500	138 88
David G. Fanning, A. B., Tutor in the Department of the English Language and Literature.....		

NAMES. *	Present Annual Compen- sation.	Paid during the year end- ing Dec. 31, 1889.
William Mellen Banks, A. B., Tutor in the Department of the Latin and Greek Languages and Literature.....	\$500	\$499 99
James Godwin, A. B., Tutor in the Department of Pure Mathematics.....	500	499 99
Alexander P. Ketchum, A. B., Tutor in Drawing and Mathematics.....	500	354 16
Lucien Oudin, A. M., Tutor in the Department of the French Language and Literature.....	500	499 99
Solomon Israel Woolf, A. B., Tutor in the Department of Drawing.....	500	145 82
James Knox, A. B., Tutor in the Department of the English Language and Literature.....	500	83 34

Schedule No. 9.

Containing Location, Size and Cost of Site, Size, Cost, and Date of Erection, of each School Building.

Ward No.	Schools	Location.	Size of Lot.	Site Cost	Size of Main Building.	No. of Stories.	No. of Rooms	Size of Wings.	Size of Stair Building.	Cost of Build- ings.	Date of Erection	Altered or Rebuilt.
1		William st., near Duane.	68 by 60 ft.	\$8,000	40 by 60 ft.	3	4	14 by 16 ft	.....	\$15,000	1888	1850
2		Henry street, near Pike...	75 by 100 "	8,000	42 by 100 "	3	2	16½ by 25 "	.....	26,000	1835	1855
3		Hudson street, cor. Grove	71 by { 100 " } 148 "	20,000	45 by 107 "	3	..	.....	.....	23,000	1821	1854
4		{ Rivington st., n'r Ridge	{ 75 by 100 " } 20 by 65 " }	12,000	45 by 100 "	4	{ 1	20 by 50 }	.....	36,000	1819	1854
5		Ridge street.....	75 by 100 "	10,000	45 by 90 "	3	..	.....	.....	23,000	1822	1855
6		Mott street, near Prince...	75 by 100 "	12,000	45 by 105 "	2	..	.....	.....	.....	.....	.....
7		Randall's Island.....	75 by 100 "	12,000	40 by 100 "	3	..	.....	.....	19,000	1826	1858
8		Chrystie st., near Hester.	75 by 100 "	12,000	42 by 100 "	3	..	.....	.....	12,000	1826	1850
9		Grand st., near Wooster.	100 by 100 "	2,500	28 by 90 "	1	..	.....	.....	4,000	1830	.....
10		32d st., corner 11th av...	75 by 100 "	12,000	43 by 91 "	4	{ 2	16 by 22 }	9 by 19 ft	28,000	1828	1859
11		Wooster st., near Bleeker	100 by 100 "	12,000	42 by 85 "	4	{ 2	16 by 26 }	.....	30,000	1832	1854
12		17th street, near 8th av...	100 by 100 "	11,000	42 by 85 "	3	4	25 by 25 "	.....	26,000	1833	1856
13		Madison st., near Jackson	100 by 100 "	11,000	50 by 95 "	4	2	29 by 25 "	14 by 19 "	33,000	1833	1856
14		Houston st., near Norfolk	100 by 100 "	16,500	{ 2 stories. 55 by 128 "	4	4	25 by 27½ "	.....	45,000	1849	1859
"		27th street, near Third av	125 by 100 "	9,000	{ 2 stories, 55 by 99 "	3	{ 2	25 by 25 }	.....	Not finished.	.....	.....
15		28th st., near Third av...	50 by 100 "	11,000	42 by 100 "	3	2	24 by 28 "	.....	18,000	1838	1855
16		Fifth st., near Avenue D.	100 by 100 "	10,000	42 by 86 "	3	2	25 by 29 "	14 by 20 "	23,000	1845	1859
17		13th street, near 7th av...	100 by 100 "	5,000	47 by 97 "	3	{ 2	21 by 25½ }	.....	27,000	1846	1850
18		47th street, near 8th av...	100 by 100 "	5,000	41 by 86 "	4	{ 2	24½ by 26½ }	.....	23,000	1855	.....
		51st st., n'r Lexington av.	100 by 100 "	5,000	41 by 86 "	4	2	16 by 26 "	15 by 20 "	23,000	1855	.....

19	14th street, near 1st av..	105 by 103 "	16,000	50 by 100 "	4	4	25 by 27 1/2 "	.....	38,000	1859
20	Chrystie st., near Delancy	100 by 100 "	18,000	50 by 97 "	4	{ 2 2 2	25 by 28 by 33 " "	.....	35,000	1856
21	Marion st., near Prince..	75 by 100 "	10,600	43 by 91 "	4	{ 2 2 2	16 by 32 by 26 " "	9 by 19 "	25,000	1843 1858
22	Stanton st., near Sheriff	70 by 100 "	10,000	45 by 90 "	3	{ 2 2 1	16 by 26 by 20 " "	.....	16,000	1843 1853
23	City Hall Place, near Pearl	49 by { 69 87 "	8,000	44 by 69 "	3	.	.....	..	18,000	1843 1854
24	Elm street, near Leonard	50 by { 80 95 "	8,000	41 by 90 "	3	.	.....	.....	19,000	1843 1855
25	Oak st, near Roosevelt..	.....	Leased.							
26	Rose street, near Duane	.....	Leased.							
27	Oliver street, near Oak	.....	Leased.							
28	40th street, near 8th av..	100 by 98 1/2 "	2,425	50 by 81 "	3	.	.....	17 1/2 by 20 "	10,000	1846
29	Greenwich st., n'r Rector	48 1/2 by 97 1/2 "	Leased.	40 by 80 "	4	2	4 by 16 "	14 by 22 "	30,000	1845 1851
30	Baxter street, near Grand	75 by 100 "	10,000	45 by 90 "	3	.	.....	9 by 20 "	18,000	1844
31	Monroe st., n Montgomery	70 1/2 by 97 "	6,000	42 by 85 "	3	4	16 1/2 by 25 "	15 by 19 "	27,000	1844 1857
32	35th street, near 9th av..	100 by 98 1/2 "	5,300	42 by 94 "	3	.	.....	.....	17,000	1843
33	28th street, near 9th av.	125 by 160 "	17,250	55 by 100 "	{ 3 on rear, 4 on front	2	24 by 25 " "	.....	38,000	1857
34	Broome st, near Sheriff..	75 by 87 "	5,250	50 by 87 "	3	4	12 1/2 by 25 "	.....	21,000	1847 1856
35	3th street, near 6th av..	87 by 103 "	8,338	50 by 81 1/2 "	.	.	.....	15 by 24 "	21,000	1847
36	9th street, near Avenue C	100 by 100 "	6,530	50 by 95 "	3	.	.....	.....	22,000	1847 1855
37	87th street, near 4th av.	104 1/2 by 100 "	2,300	48 by 83 "	3	2	25 by 26 1/2 "	15 by 20 "	20,000	1853
38	Clarke st, near Broome..	75 by 90 "	10,000	50 by 90 "	4	.	.....	.....	21,500	1847 1858
39	125th street, near 2d av..	100 by 99 1/2 "	1,800	50 by 95 "	3	4	12 1/2 by 25 "	.....	14,000	1849 1854
40	20th street, near 1st ave	80 by 99 ft.	5,800	50 by 95 "	.	2	10 by 23 "	.....	16,000	1849 1858
41	Greenwich avenue, oppo- site Charles street..	99 by 119 "	8,491	50 by 95 "	5	.	.....	.....	22,500	1850 1857
42	Allen street, near Hester	98 by 76 "	14,000	44 by 76 "	4	4	18 by 23 "	.....	24,000	1850
43	129th street, near 10th av	200 by 90 1/2 "	1,600	45 by 70 "	3	.	.....	15 by 20 "	16,000	1854
44	N. Moore st., cor. Varick	87 1/2 by 75 ft.	26,919	47 by 80 "	4	{ 1 2 1	17 by 33 by 25 by 75 "	.....	43,000	1851
"	W Broadway, n Franklin	25 by "	9,000			{ 1 2 2	25 by 75 by 25 by 25 "	.....	
45	24th street, near 7th av..	100 by 98 1/2 "	8,160	50 by 95 "	4	{ 2 2 2	18 by 25 by 25 by 25 "	.....	30,000	1851 1850

Ward Schools.	Location.	Size of Lot.	Cost of Site.	Size of Main Building.	No. of Stories.	No. of Figs.	Size of Wings.	Size of Stair Building.	Cost of Building.	Date of Erection.	Altered or Rebuilt.
No. 46	156th st., near 10th av...	199½ by 100 ft.	\$2,800	32 by 58 ft.	2	..	.....	9 by 19 ft.	\$7,000	1852	
47	12th street, n'r Broadway.	100 by 100 "	23,126	45 by 100 "	4	2	25 by 50 ft.	.....	33,000	1855	
48	28th street, near 6th av...	100 by 100 "	13,800	45 by 81 "	4	{ 2	24 by 26½ "	}	33,000	1854	
49	37th street, near 2d av...	100 by 125 "	9,990	{ 2 stories, 50 by 125 ft. 2 stories, 50 by 125 ft.	4	2	20 by 40 "	.. ...	34,000	1855	
50	20th street, near 3d av...	100 by 100 "	13,000	100 by 50 "	4	1	25 by 50 "	.....	29,000	1855	
51	44th street, near 10th av...	100 by 100 "	4,800	43 by 94 "	4 on rear, 3 on front	2	24 by 24 "	}	25,000	1858	
52	Kingsbridge Road, near 206th street.....	100 by 200 "	Donated	41 by 78 "	3	..	19 by 27 "	15 by 20 "	14,000	1857	
Colored Schools.											
No. 1	Mulberry st., near Grand	50 by 100 "	6,000	34 by 91 "	3	4	8 by 22 "	9 by 19 "	13,000	..	1859
2	Laurens st., near Broome	55 by 93 "	5,000	30 by 75 "	3	..	.....	.....	6,000		
4	117th street, near 2d av...		Leased.								
5	Thomas st., near Church		Leased.								
6	Broadway, near 37th st..		Leased.								

Primary Schools.	Location	Size of Lot.	Cost of Site	Size of Main Building.	No. of Stories.	No. of Wings.	Size of Wings.	Size of Stair-Building.	Cost of Building.	Date of Erection.	Alter'd or Rebuilt.
No. 32	182nd st., near 11th av.	200 by 100 ft.	\$2,000	78 by 40 ft.	1	2	15 by 20 ft.	....	\$6,000	1858	•
33	Varick st., near Canal.	.....	Leased.								
34	John st., near Nassau.	.....	Leased.								
35	67th st., near Broadway.	.....	Leased.								
Colored Primary Schools											
No. 1	15th st., near 7th av.	.....	Leased.								
2	2nd st., near Avenue C.	.....	Leased.								
3	2nd st., near Avenue C.	.....	Leased.								

Schedule No. 10.

Showing the Expenses incurred on account of Evening Schools, during the two Terms for 1859.

Expenses of the First Term of Nine Weeks, ending March, 1859 :

Teachers' Salaries.....	\$20,183 07
Janitors' Wages.....	1,531 00
Lighting.....	*2,454 34
Gas Fixtures, Repairs, &c.....	313 18
Certificates.....	159 23
Printing.....	586 08
Supplies and Incidental Expenses.....	427 38
	<hr/>
	\$25,654 28

* This amount is for gas consumed in 1858.

Expenses of the Second Term of Twelve Weeks, ending December, 1859 :

Teachers' Salaries.....	\$25,570 33
Janitors' Wages.....	1,900 00
Lighting.....	4,214 94
Gas Fixtures, Repairs, &c.....	1,217 91
Certificates.....	246 88
Printing.....	93 08
Supplies and Incidental Expenses.....	394 60
	<hr/>
	\$36,637 74

RECAPITULATION.

First Term of Nine Weeks.....	\$25,654 28
Second Term of Twelve Weeks.....	36,637 74
	<hr/>
Total	\$62,292 02

COLORED WARD SCHOOL No. 1.

(Colored) Ward School No. 1 is located in Mulberry Street, between Grand and Hester Streets, in the Fourteenth Ward, being rebuilt on the site of the former building, known as School No. 1, for upward of 30 years.

The lot is fifty feet front and rear, by 100 feet deep, and cost \$6,000.

The main building is 34x90 feet; two extensions on front, and two on rear, each 8x22 feet; also a stairway extension on rear, of 9x19 feet. The front, including extensions, being 50 feet.

The entire cost of the building, including furniture, stoves, &c., was \$16,373 56.

There is a cellar under the entire building for storage of fuel, &c.; a portion is used by the Janitor (who resides in the building), as a kitchen, store-room, &c.

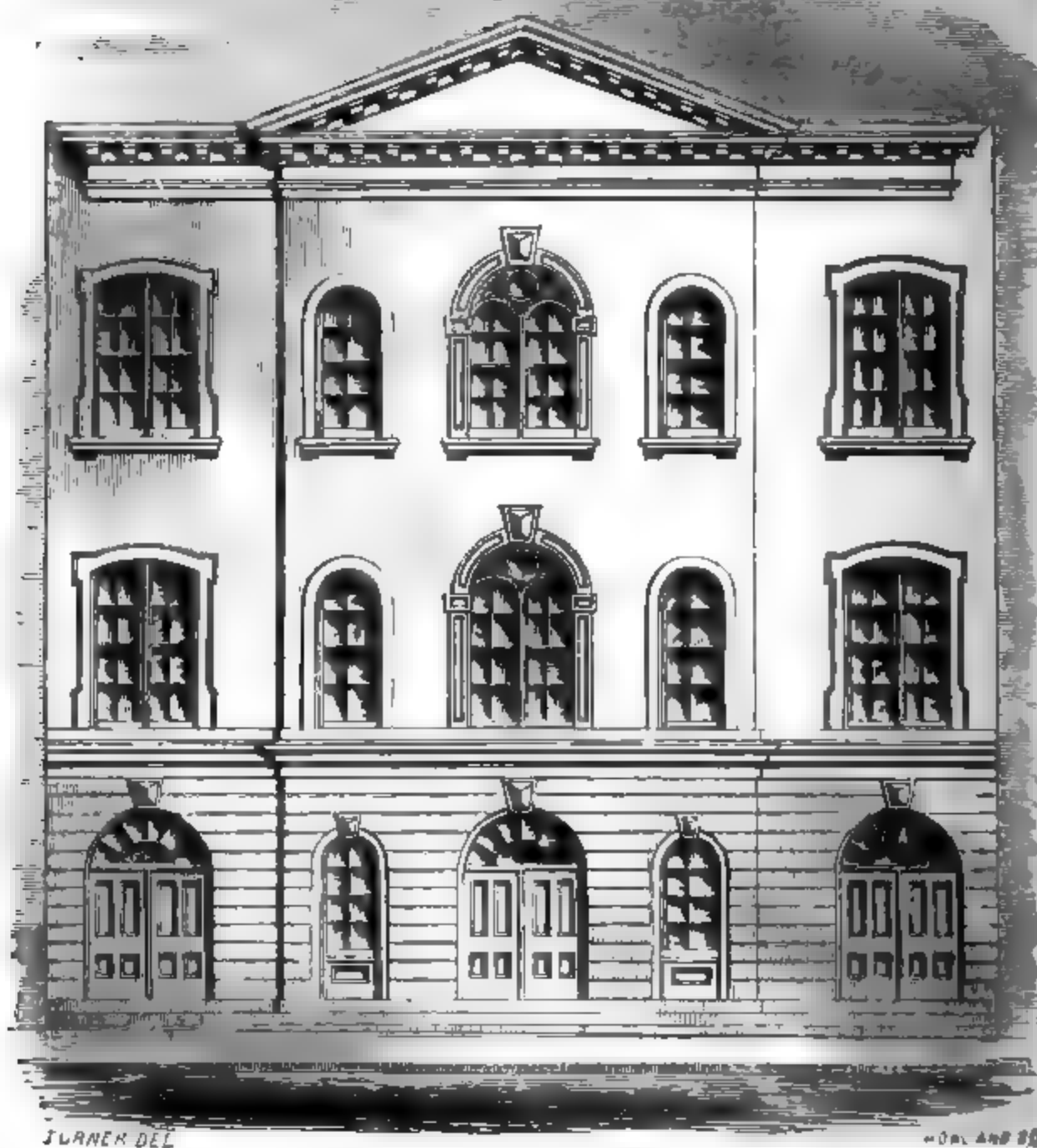
The first story contains the Janitor's sitting and bed rooms, the scholars' play-rooms, and water-closets.

The second story contains the rooms of the Female Department, consisting of a "reception-room," furnished with "Perley's patent fancy open-back settees—size of room, 43x31 feet; two class-rooms, each 19x20 feet, furnished with writing desks and chairs; and two class-rooms, each 17½x19 feet, furnished with "open-back class-room settees;" all the class-rooms are furnished with wall-slates (for black-board purposes), book cases, strips and hooks, for clothing, &c.

The third story is finished and furnished precisely like the second story, and is occupied by the Male Department.

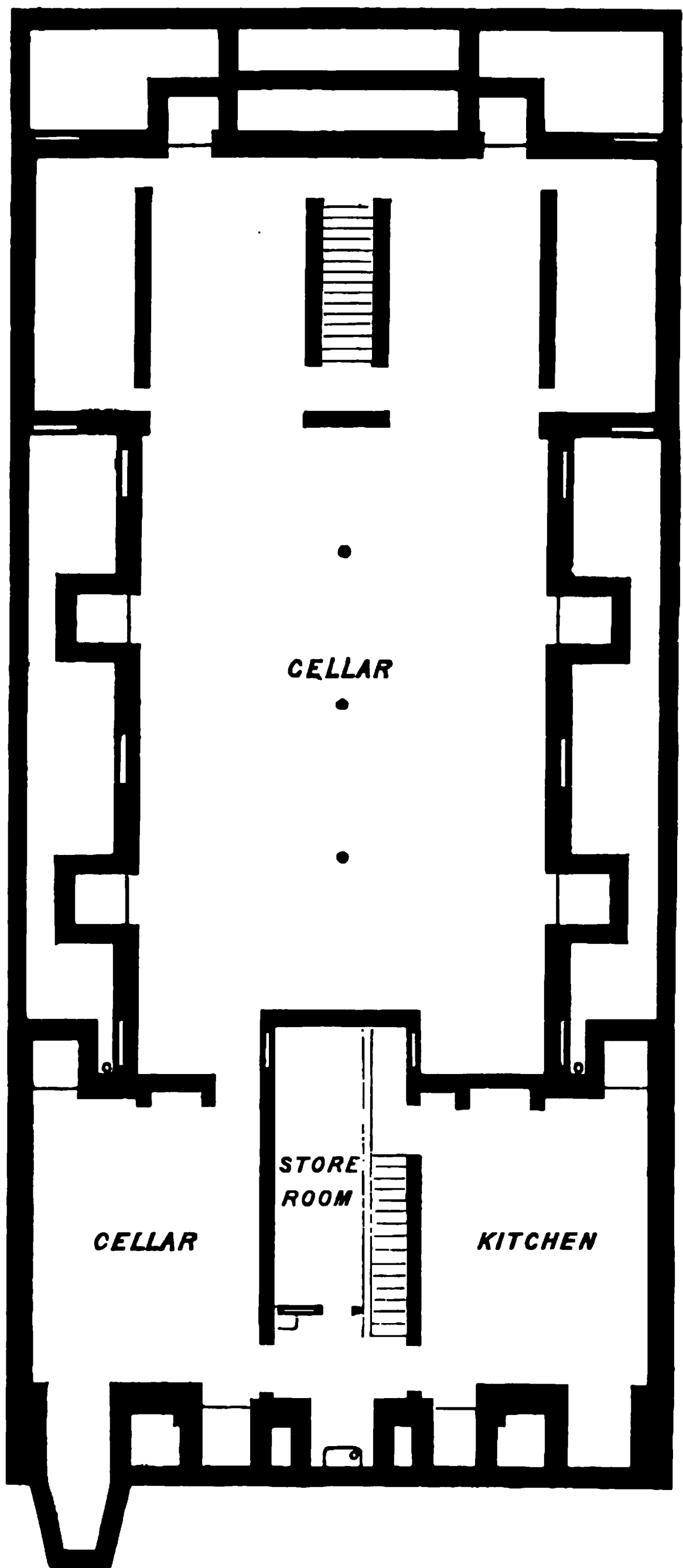
It will be seen by referring to the engravings, that in appearance the "Front" is similar to the fronts of new Primaries in the Sixth, Ninth, and Eleventh Wards; it is also of the same width; the stories, however, are each one foot higher.

The annexed plans, Nos. 1, 2, 3, and 4, show the arrangement of the various rooms, stairways, &c.; the second and third stories are each 14 feet high in the clear; the cellar is 8 feet, and the first story 9 feet high, in the clear.



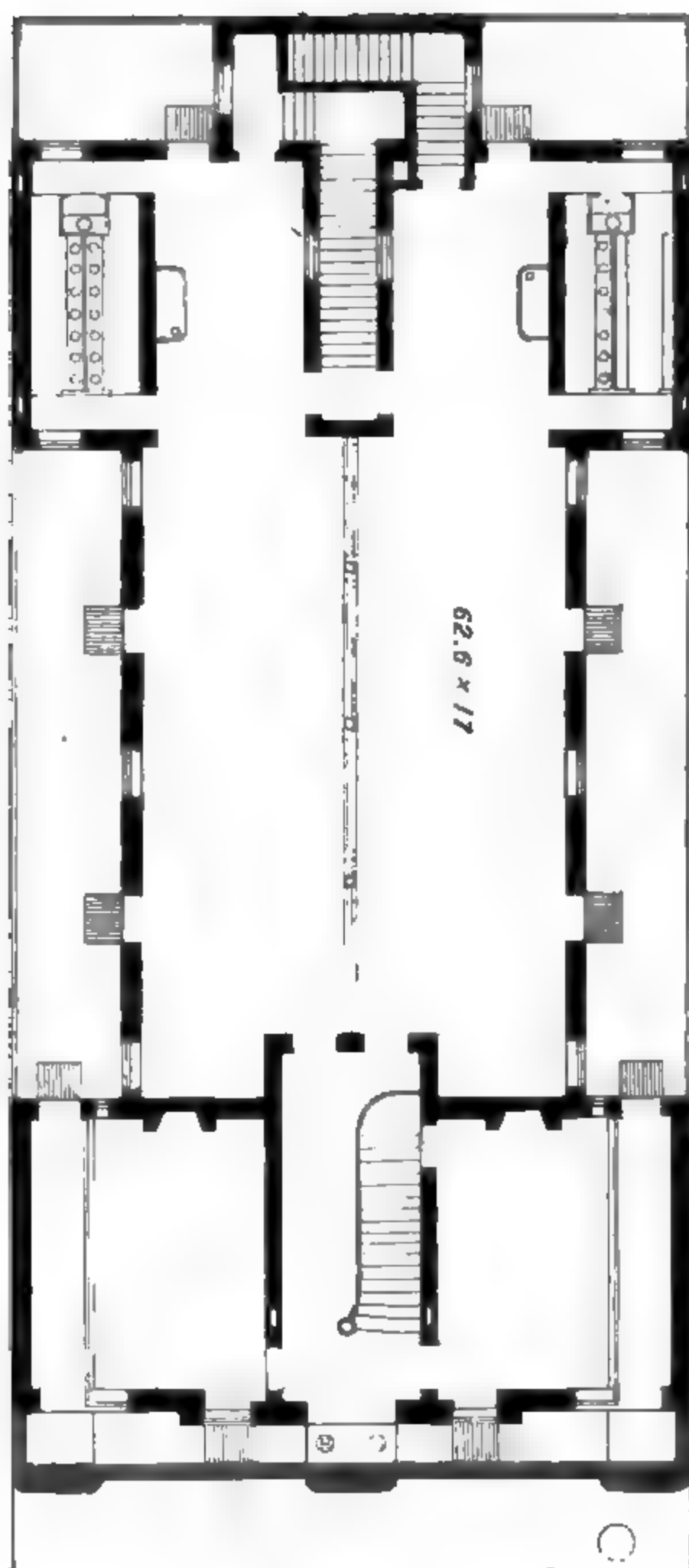
**FRONT ELEVATION, COLORED WARD SCHOOL No. 1, MULBERRY-STREET, BETWEEN
GRAND AND HESTER-STREETS, FOURTEENTH WARD.**





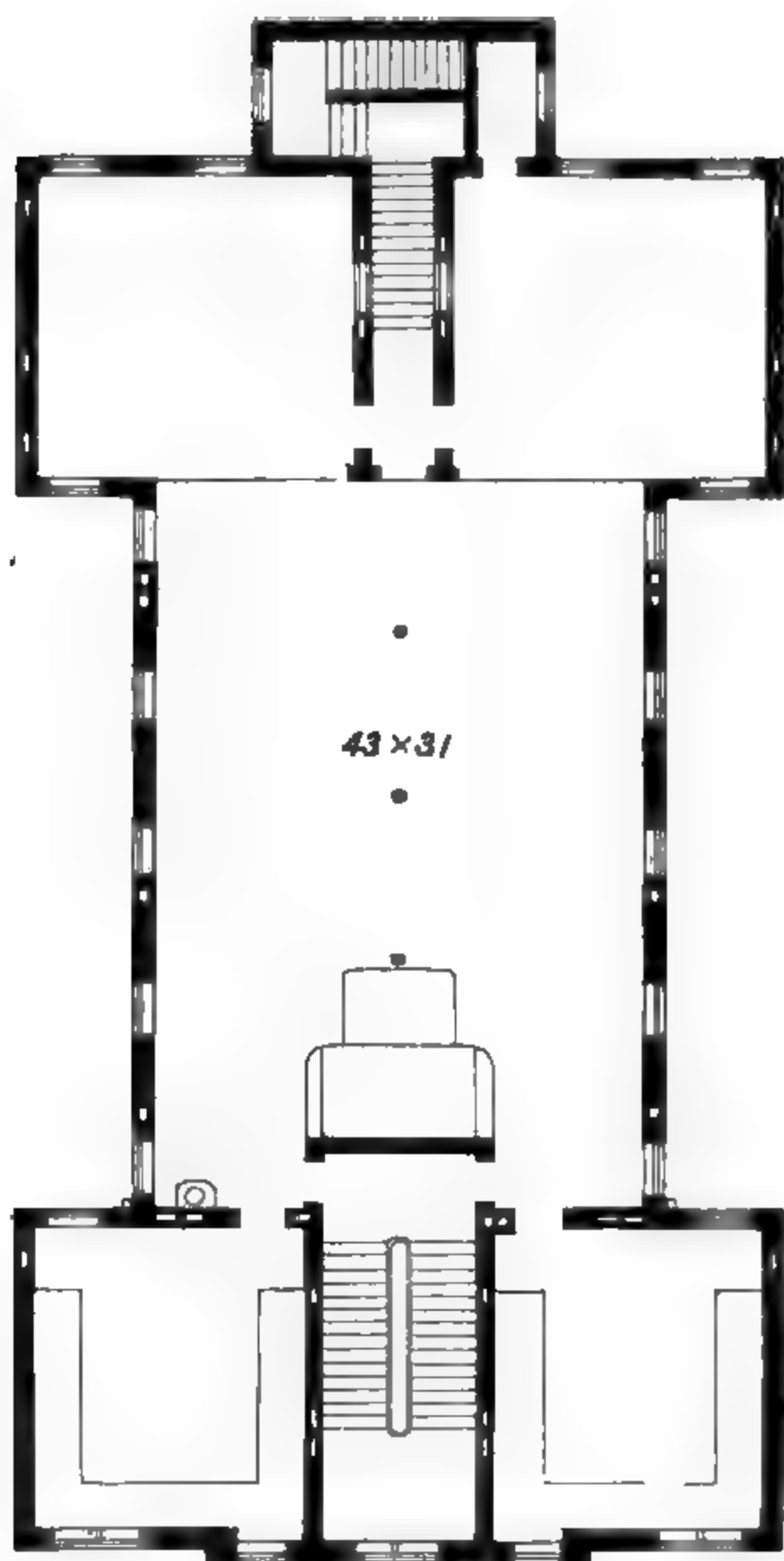
No. 1.—PLAN OF CELLAR, COLORED WARD SCHOOL No. 1, FOURTEENTH WARD.





No. 2.—PLAN OF FIRST STORY, COLORED WARD SCHOOL No. 1, FOURTEENTH WARD





No. 3.—PLAN OF SECOND STORY, COLORED WARD SCHOOL No. 1, FOURTEENTH WARD.

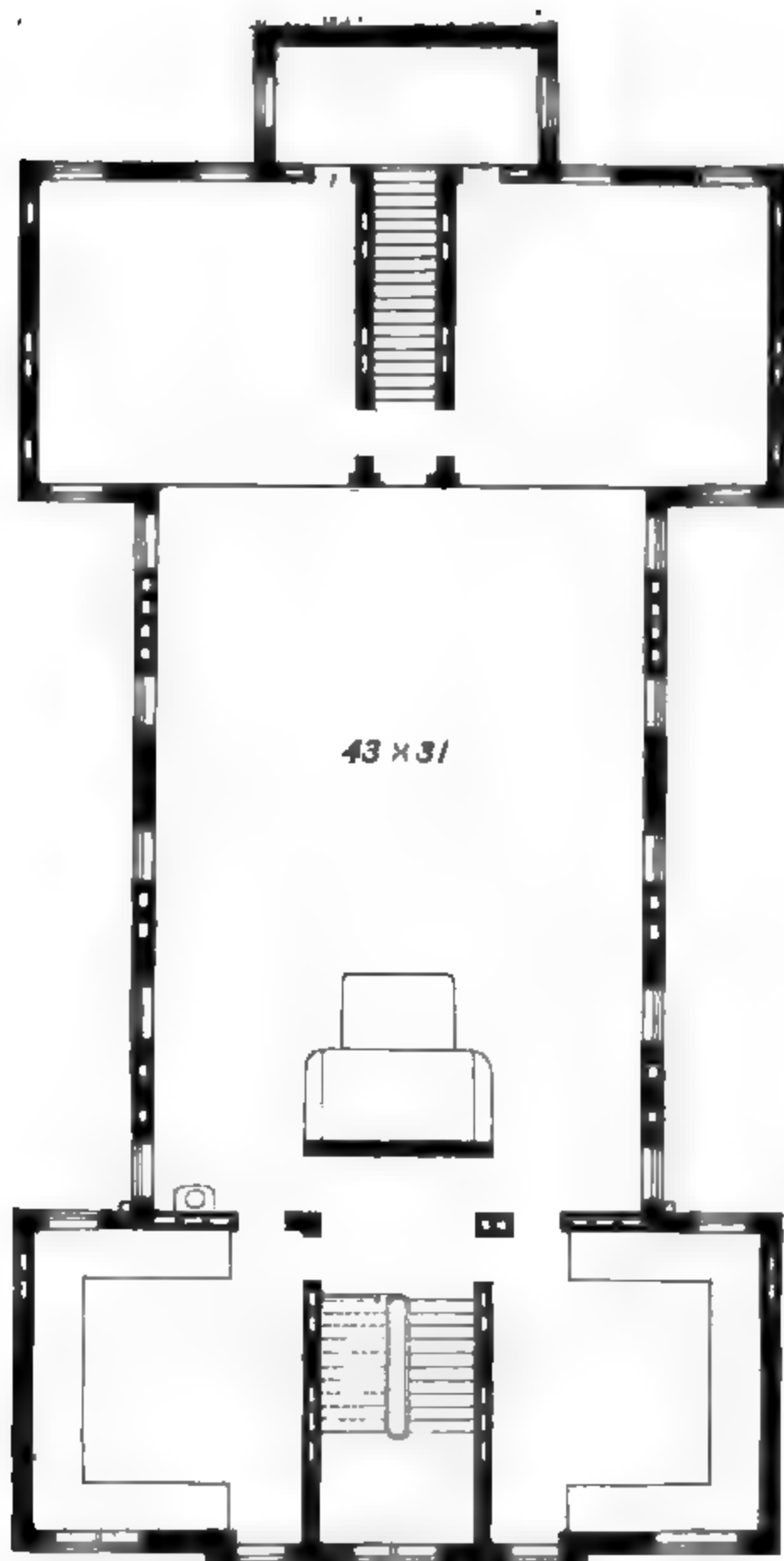


100

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No. 4.—PLAN OF THIRD STORY COLORED WARD SCHOOL No. 1, FOURTEENTH WARD



WARD SCHOOL No. 19.

The new School House of Ward School No. 19 is located on the southerly side of Fourteenth Street, 60 feet west of First Avenue. (The building formerly occupied by this School, is located on the corner of First Avenue and Ninth Street.)

The size of the lot (on Fourteenth Street), is 105 feet front and rear, by 103 feet 3 inches deep, and cost \$16,000.

The main building is 50x100 feet, with four wings, one on each side, near the rear, of 25x27½ feet each, and one on each side or front, of 26x27½ feet each, making the entire front 105 feet.

The first story front, and all front window-trimmings, are of brown stone; other parts of the front, and the sides of the front wings, are faced with Philadelphia pressed brick. The scholars' stairs are all constructed of blue stone, the sides faced with pressed brick, being quite secure, as regards danger from fire, besides being more durable, and less "noisy" than wood.

The entire cost of site, building, furniture and heating, was, \$58,823.

The appearance of the front of the building, the location of the wings, dimensions and location of class-rooms, play-rooms, yards, &c., &c., are shown on accompanying engravings marked "Front Elevation," and Plans Nos. 1, 2, 3, 4 and 5.

The heights of the several stories, are as follows: cellar, 8 feet; first story, 9 feet; second story, 14 feet; third story, 14 feet; fourth story, 17 feet; all in the clear.

The "Primary Department" has a "reception-room" 49x46 feet, 8 inches; a gallery-room 27 feet, 6 inches, x 46 feet, 8 inches; and ten class-rooms, averaging 17x20 feet each.

The "Female" and "Male Departments" have each a "reception-room" 59x46 feet, 8 inches; and eight class-rooms averaging 18x20 feet each. Each class-room throughout the building is furnished with a wardrobe for the scholars' clothing. The "reception-rooms" of each Department are furnished with "fancy open-backed settees;" a number of the class-rooms of each Department are furnished with "class-room settees," others with "writing-desks," and one in each of the upper Departments with "drawing-desks."

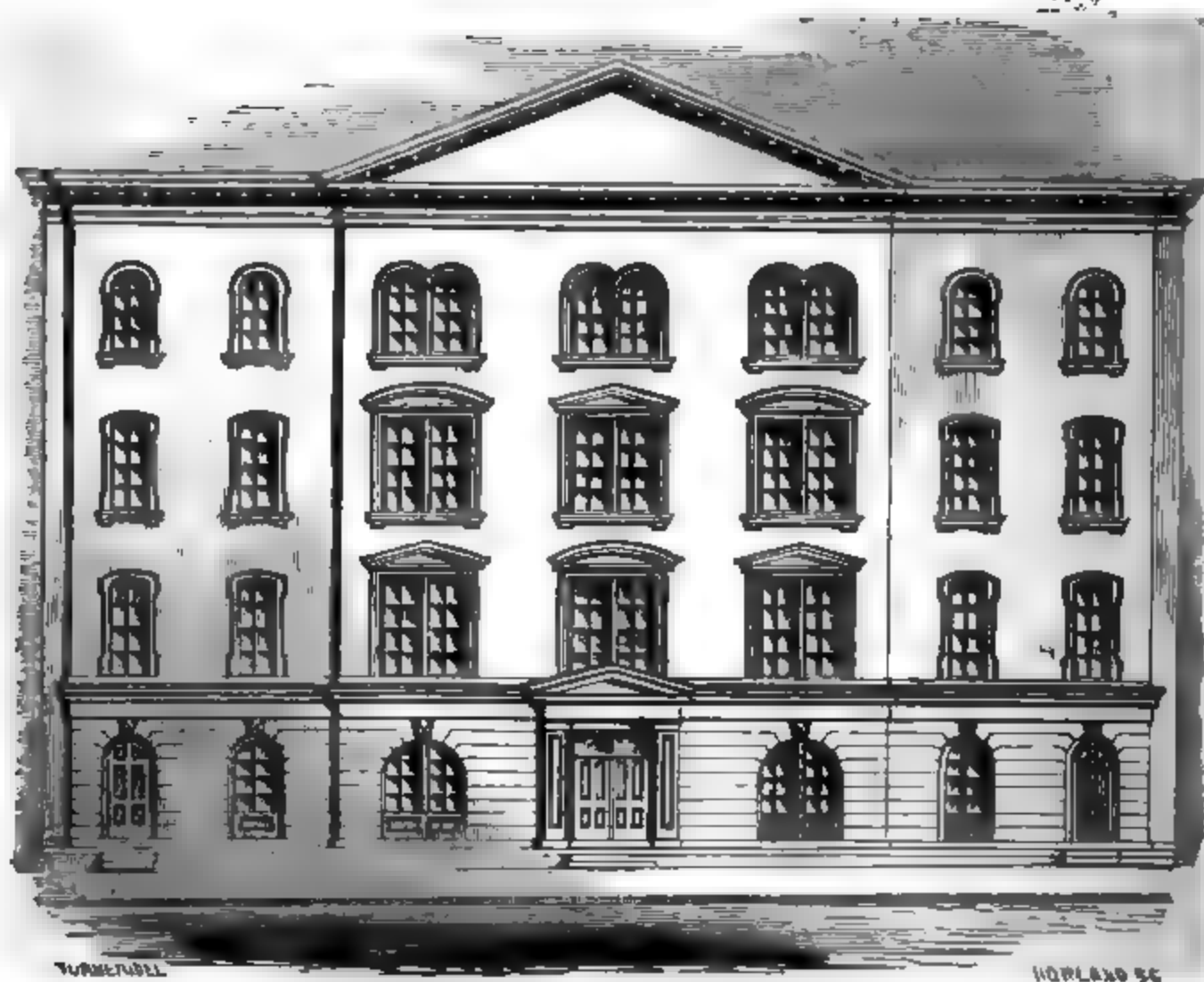
All the desk, and settee backs, tops, shelves, and seats, are of cherry-wood, varnished ; the stanchions, arms, and braces, are of cast-iron ; the furniture generally having all the modern improvements.

The rooms are all supplied with wood stoves, for heating, and flues in the brick walls, with registers, for ventilation.

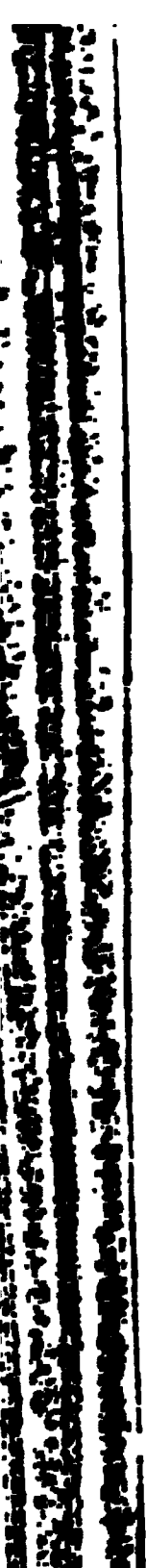
The entire building is furnished with pipes for Gas, also with Croton Water pipes for each story ; all the rain water leaders, cesspools, and water-closets, have drain-pipes connecting with the street sewer.

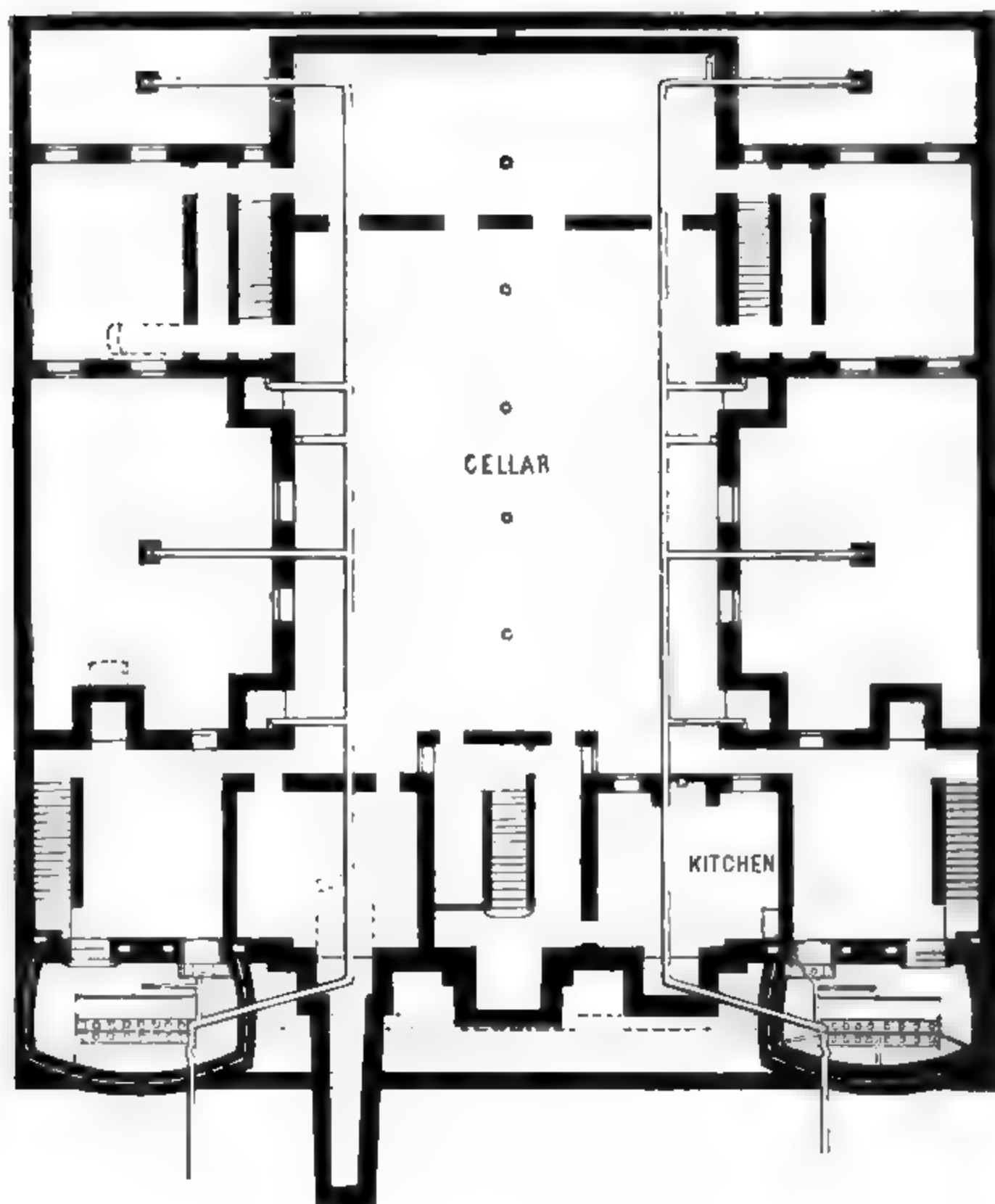
The building was contracted for in February, 1859, and completed, and formally opened in December of the same year.

The Drawings and Specifications for this building, as well as all others erected during the year, were made at the office of the Superintendent of School Buildings.

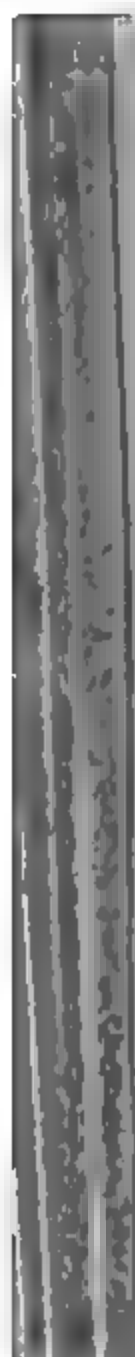


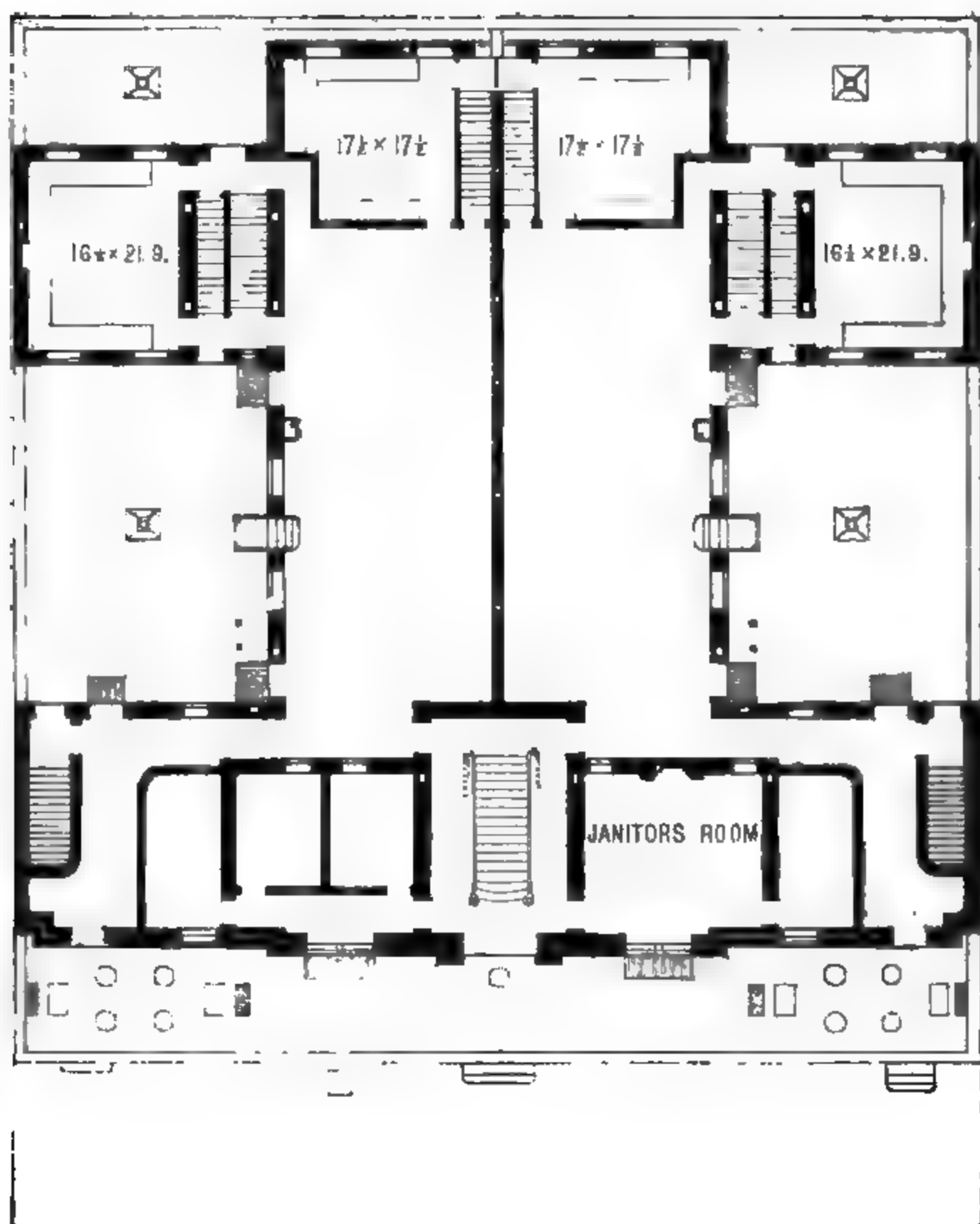
FRONT ELEVATION, WARD SCHOOL No. 19, IN FOURTEENTH-STREET, NEAR FIRST AVENUE, SEVENTEENTH WARD.





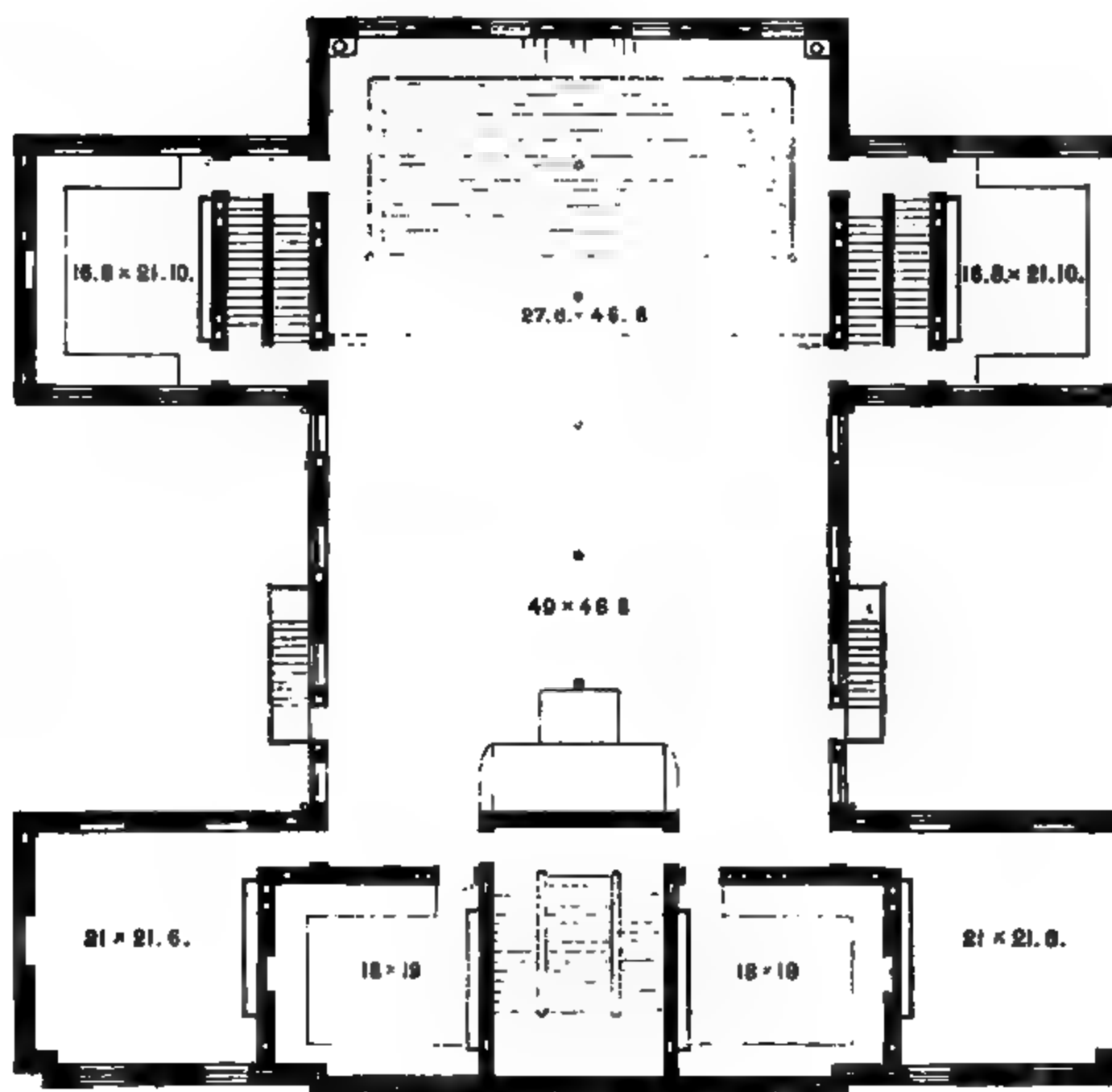
No. 1.—PLAN OF CELLAR AND VAULTS, WARD SCHOOL No. 19.



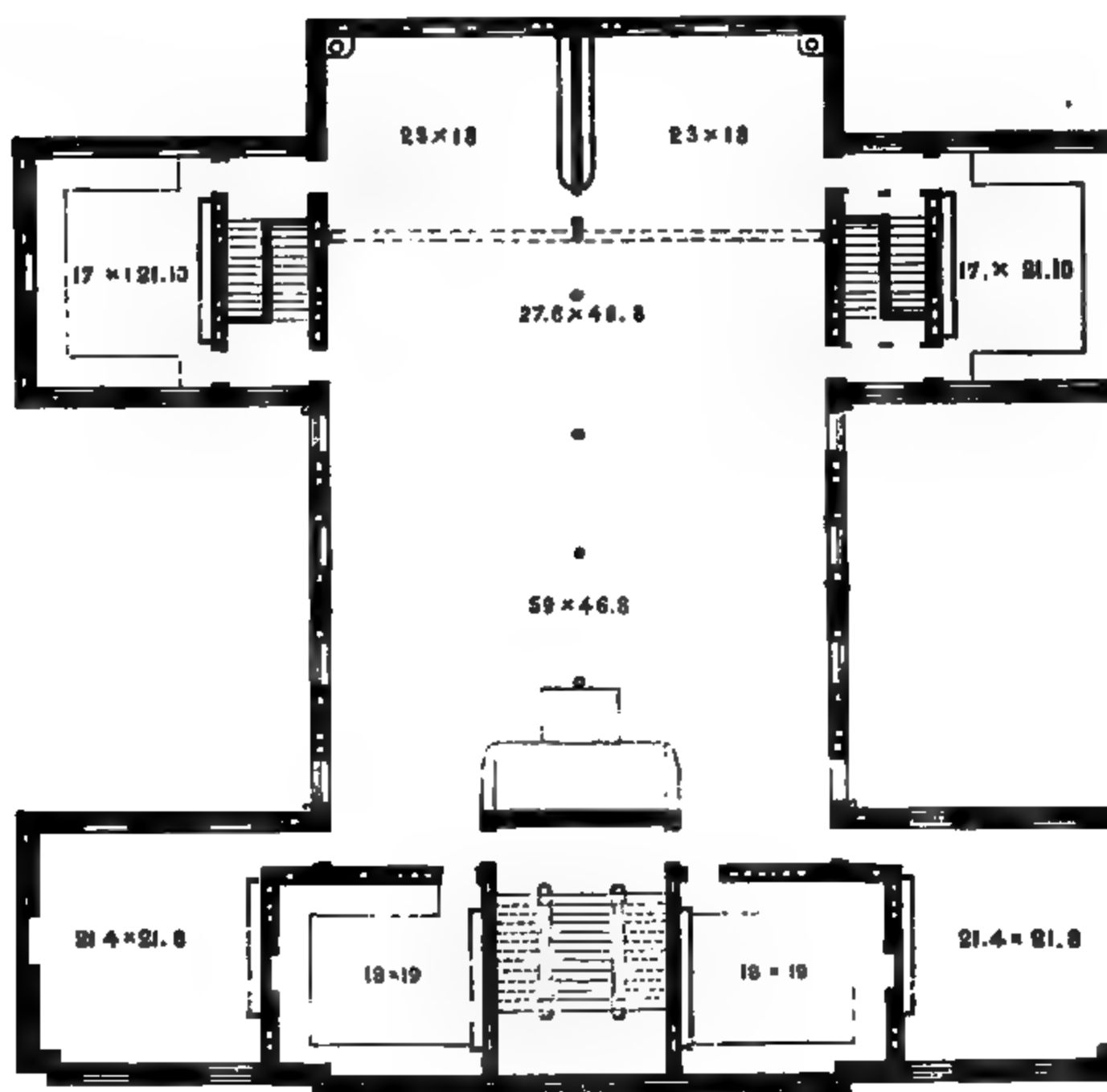


No. 2.—PLAN FIRST STORY, WARD SCHOOL No. 19, PLAY ROOMS, YARDS, SIDE WALK, &c.



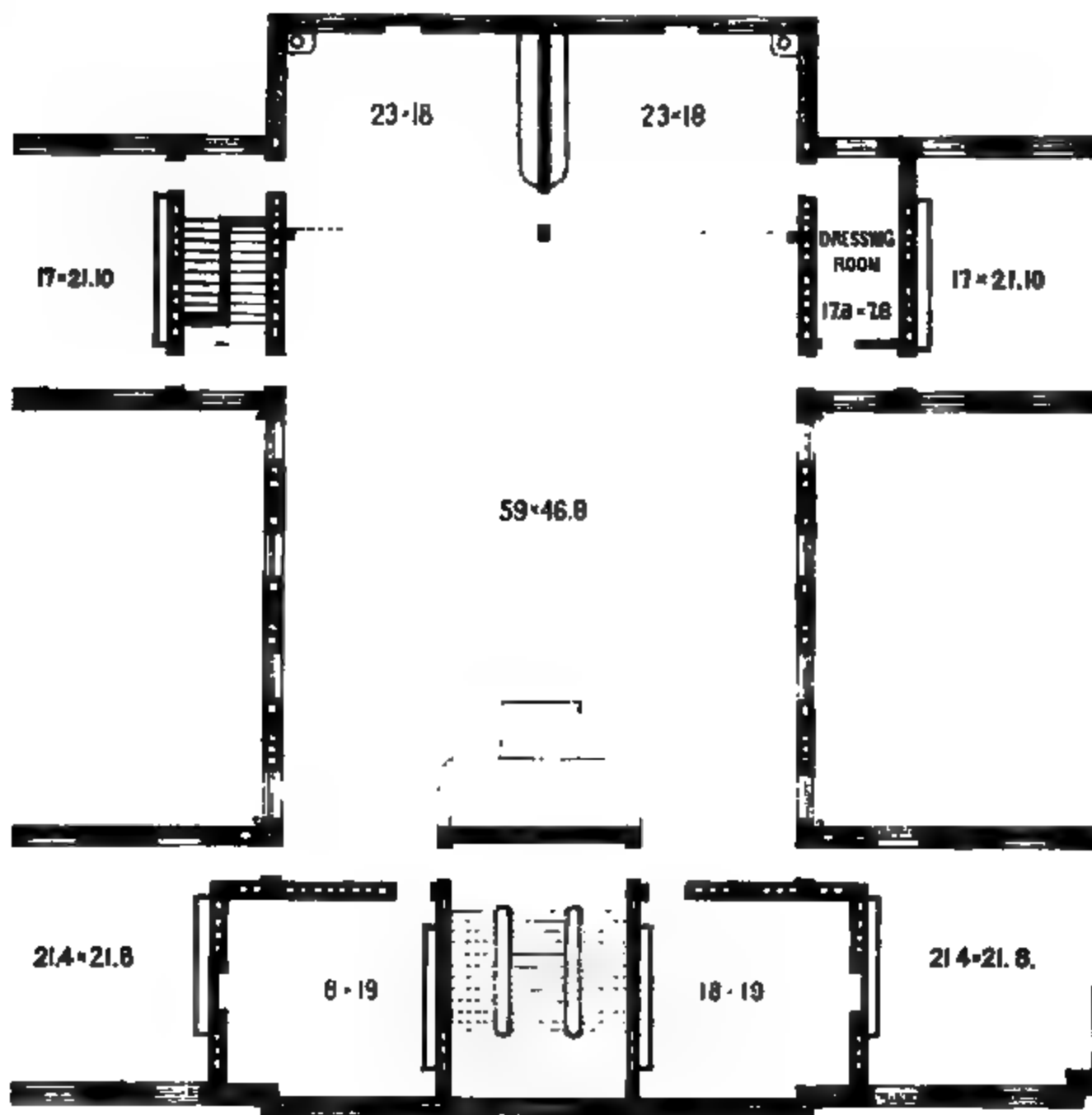


No. 3.—PLAN OF SECOND STORY, WARD SCHOOL No. 19, PRIMARY DEPARTMENT.



No. 4.—PLAN OF THIRD STORY, WARD SCHOOL No. 19 FEMALE DEPARTMENT.





No. 6.—PLAN OF FOURTH STORY, WARD SCHOOL No. 19, MALE DEPARTMENT.

PRIMARY SCHOOL No. 20.

Primary School No. 20, on the southerly side of Broome Street, and fifty feet west of Clinton Street, in the Thirteenth Ward, is built on a plot of ground, measuring "50 feet front on Broome Street, by 88 feet deep, with an additional piece of ground on the westerly side, of $34\frac{1}{2}$ feet wide by $40\frac{1}{2}$ feet deep, and an alley $5\frac{1}{4}$ feet wide, fronting on Clinton Street."

The main building is 36x88 feet; two extensions in front, each $7\times 18\frac{1}{2}$ feet; two extensions on rear of the same size; the entire front being 50 feet.

The style of the building is the same as several new Primary School Houses built within the past two years, with some slight difference (considered improvement) in detail; the materials used in construction being of the same kind and quality as used for others; the first story and window-trimmings of the front being of brown stone, and the other parts of the front of the best quality Philadelphia pressed brick. This house, as well as other school houses, has heavy iron railing in front, which does not appear on the engravings.

The heights of the stories are as follows: cellar, 8 feet; first story, 8 feet, 8 inches; second and third stories, each 13 feet; all in the clear.

The style and appearance of the front, arrangement of the rooms, stairs, yards, &c., &c., may be readily ascertained by consulting the annexed cuts, marked, "Front Elevation," and Plans Nos. 1, 2, 3, and 4.

The building is warmed and ventilated with "Brown's Hot Water Furnaces," and flues (with registers) in the brick walls.

The interior arrangements, throughout, are similar to those of Primaries Nos. 5, 8, and 24, the only alteration being the furnishing of the "reception room" in second story with "fancy open-back settees," instead of writing desks, which, in this School, are in the two front class-rooms of third story.

The "additional piece of ground" before named, was formerly occupied by an inferior building, and used by Primary No. 20; the lots fronting on Broome Street, were purchased in 1858, at a cost of \$11,300.

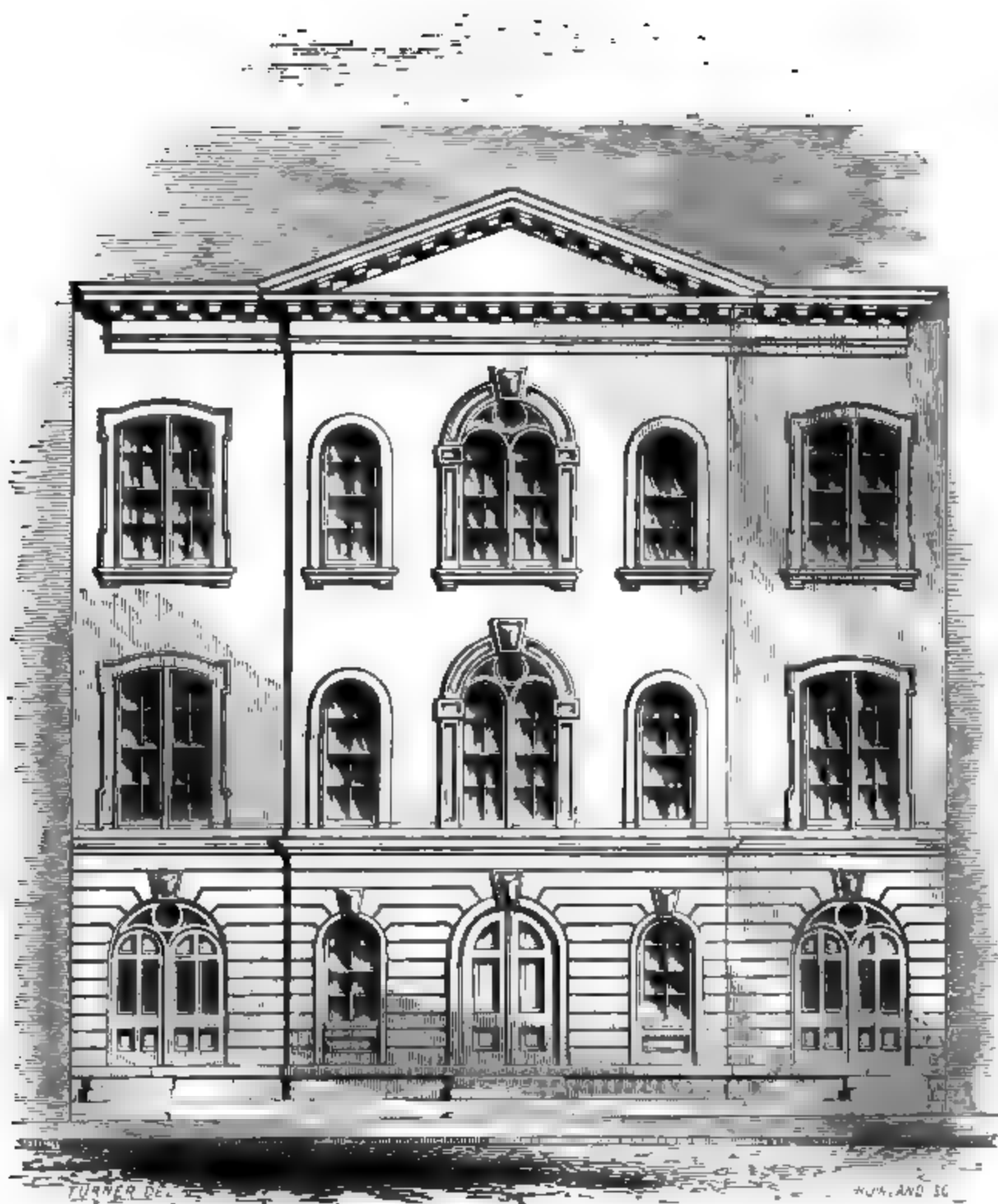
The cost of building, heating apparatus, and furniture, was \$19,244 86.

The reception-rooms are separated from the rear class-room by sliding-doors ; it will be seen that the form of this building gives a good opportunity for a great abundance of light to each and every room ; and which has been improved to the best advantage.

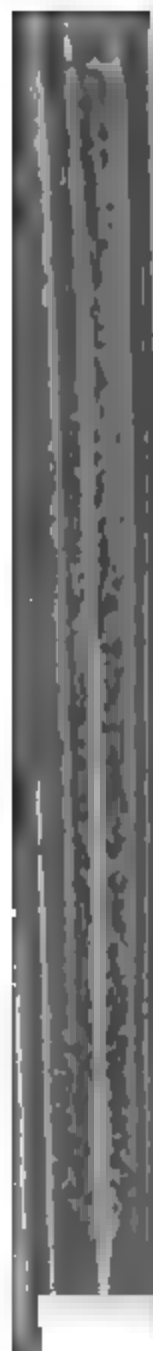
For heating purposes, stoves are used, using wood for fuel ; the ventilation is through flues built in the brick walls, and controlled by registers in each room.

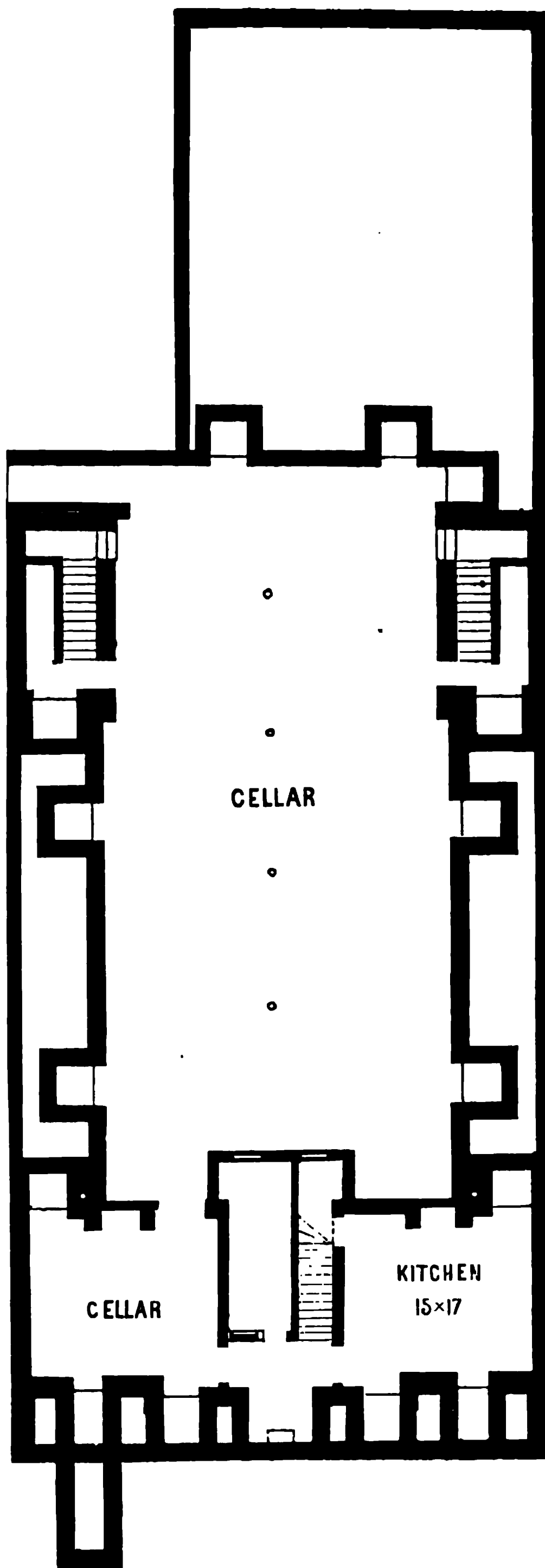
All the rooms are supplied with pipes for Gas ; each story has also Croton Water fixtures ; all rain and waste water from roofs, water-closets, cesspools, &c., is conducted to the street sewer through drain pipes.

The stairways for scholars in this, as in all the Schools built within the last 10 or 12 years, are of stone and brick. The main cornice is of wood, painted in imitation of brown stone.

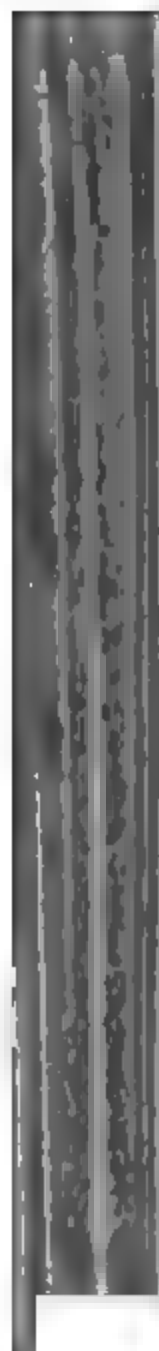


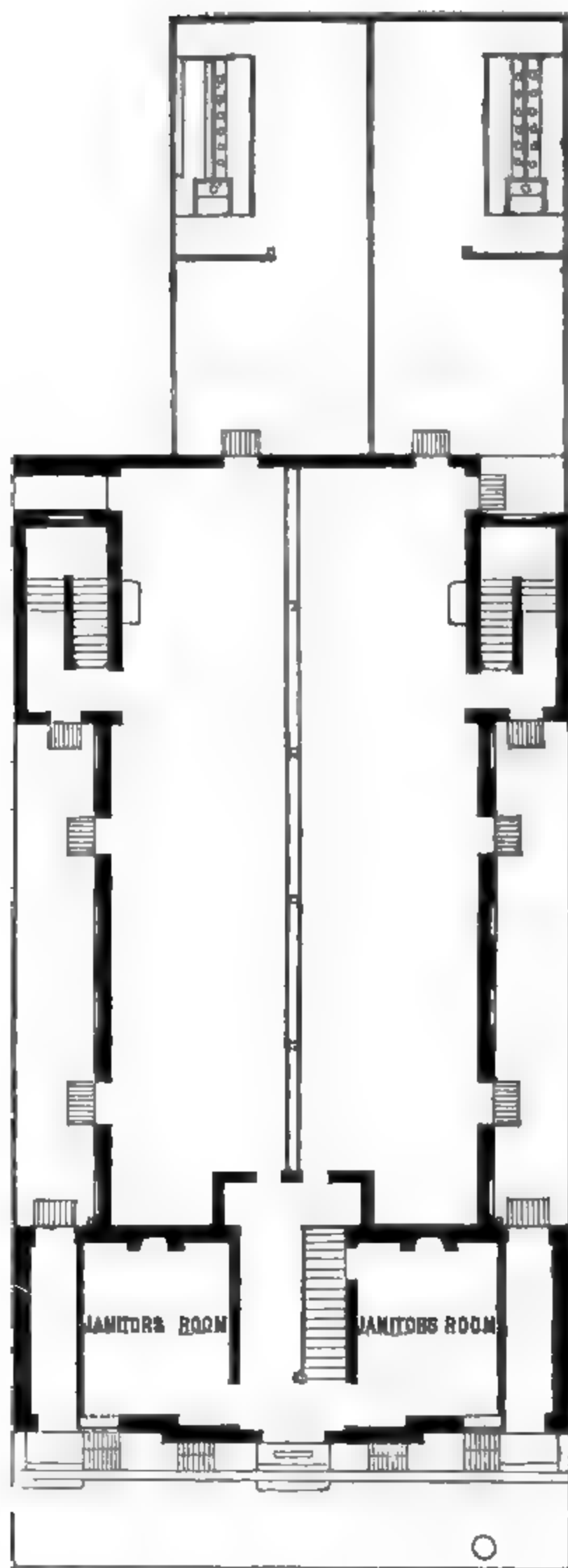
FRONT ELEVATION, PRIMARY SCHOOL No. 20. BROOME-STREET, NEAR CLINTON STREET, THIRTEENTH WARD.



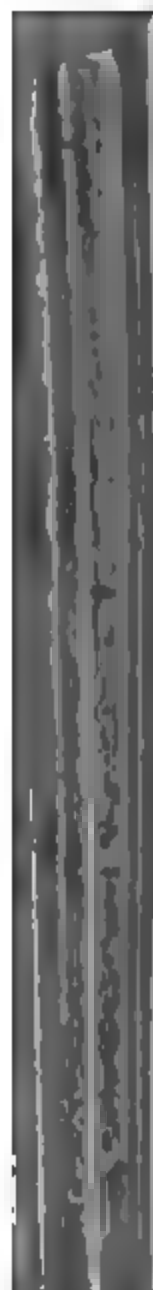


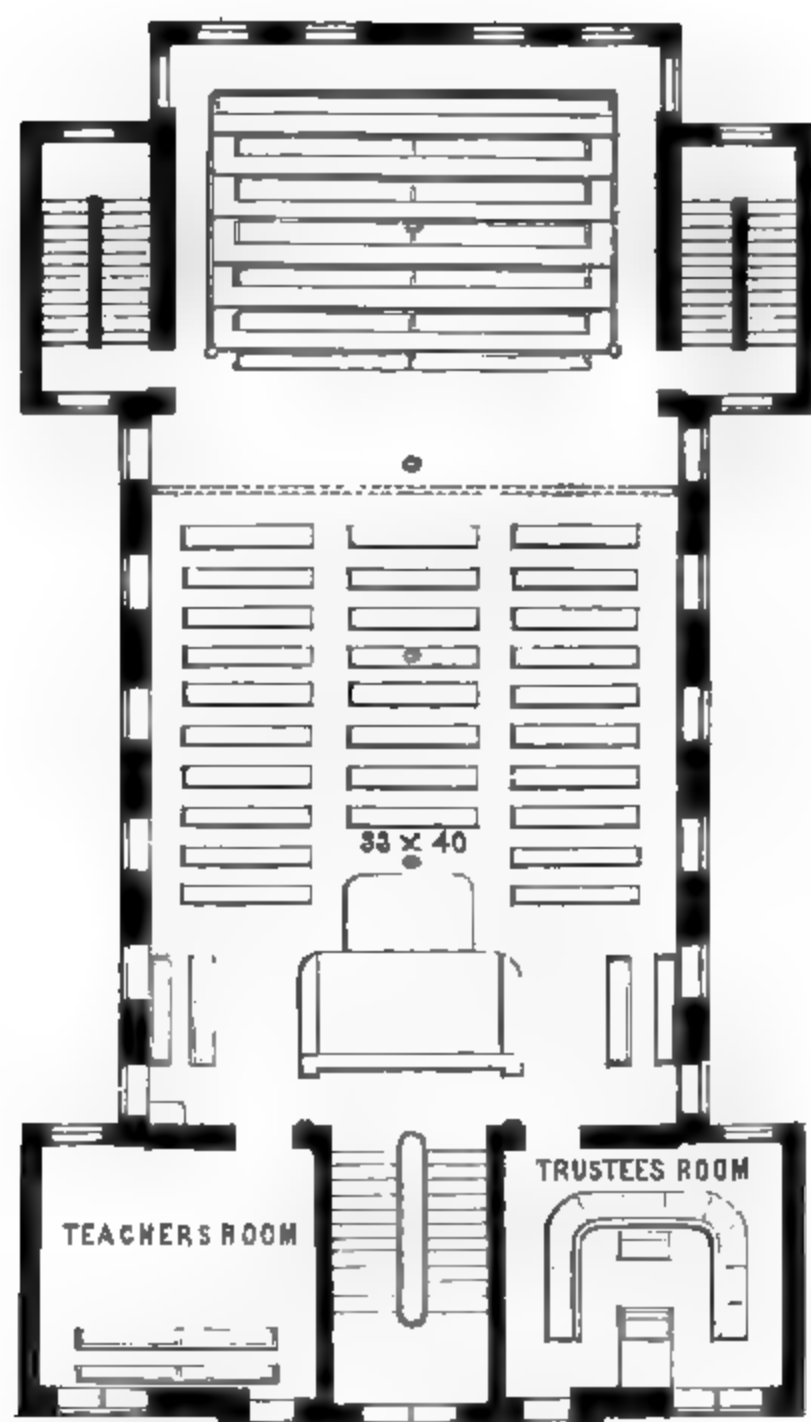
No. 1.—PLAN OF CELLAR, PRIMARY SCHOOL No. 20, THIRTEENTH WA





No. 2—PLAN OF FIRST STORY, PRIMARY SCHOOL No. 30, THIRTEENTH ST.





No. 6.—PLAN OF SECOND STORY, PRIMARY SCHOOL No. 20, THIRTEENTH WARD.

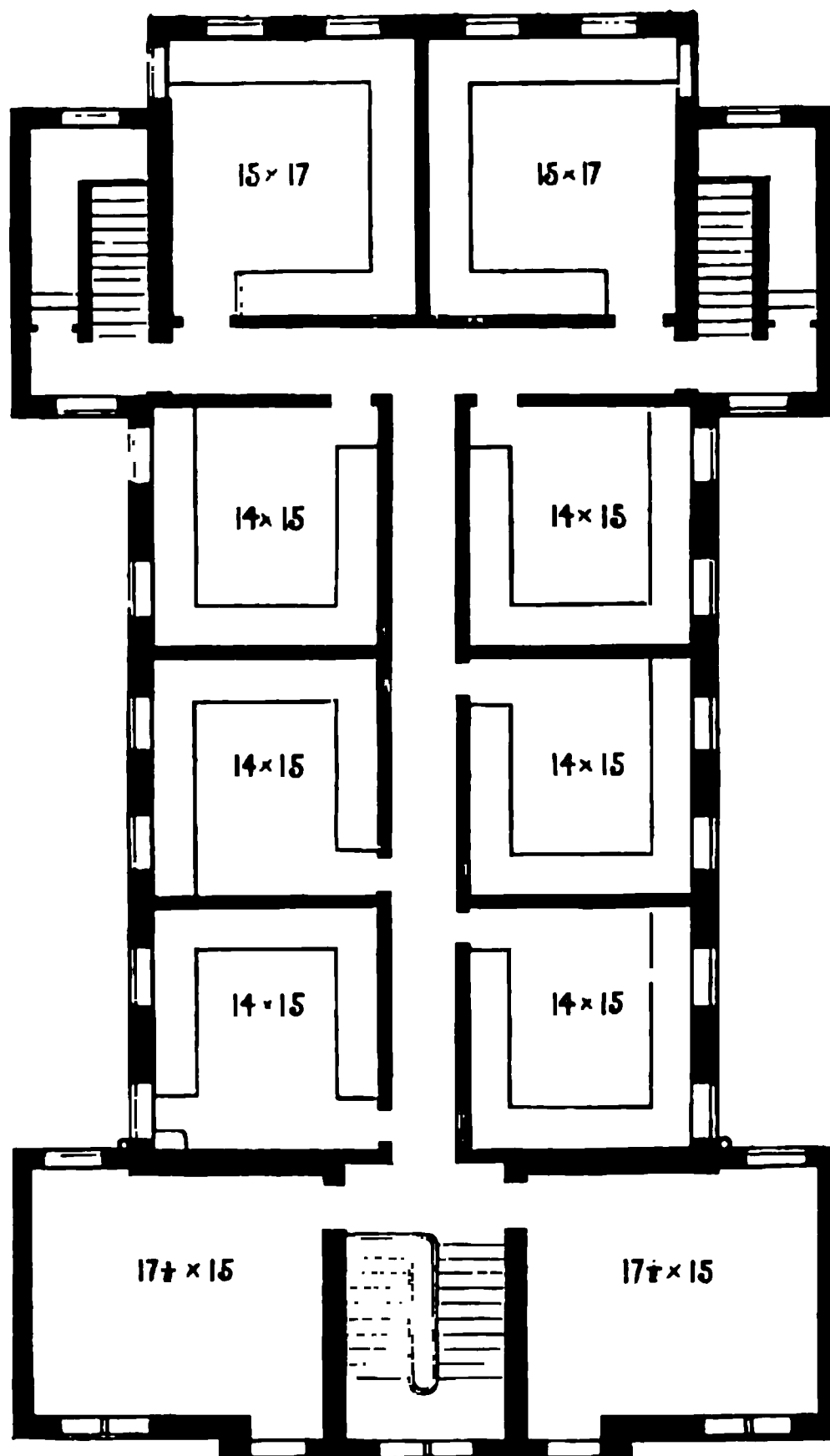


FIG. 4.—PLAN OF THIRD STORY, PRIMARY SCHOOL No. 20, THIRTEENTH WARD.



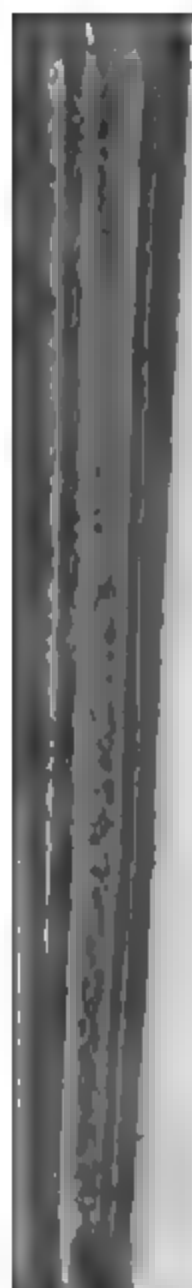
APPENDIX.

REPORT OF THE CITY SUPERINTENDENT OF SCHOOLS

REPORT ON NORMAL SCHOOLS.

REPORT ON EVENING SCHOOLS.

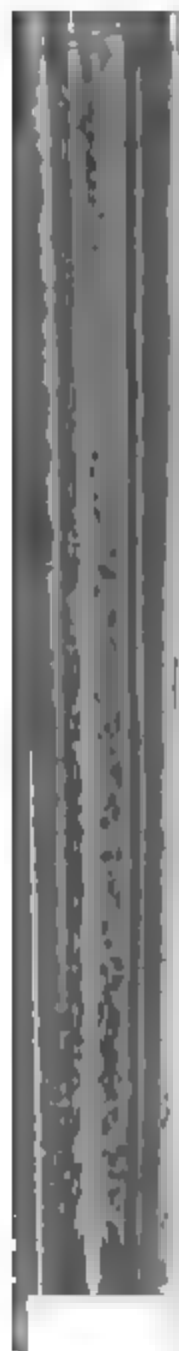
REPORT ON THE FREE ACADEMY.

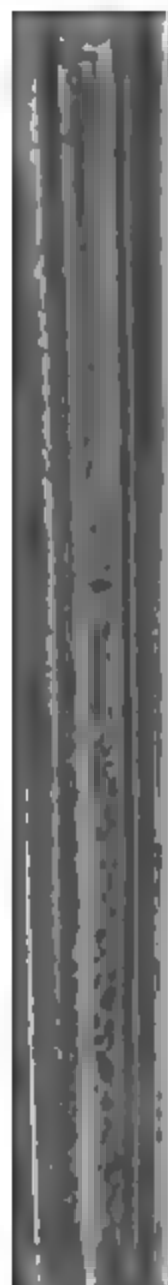


R E P O R T

OF

THE CITY SUPERINTENDENT.





REPORT
ON THE
FREE ACADEMY.

ELEVENTH ANNUAL REPORT
ON THE
OPERATIONS AND CONDITION
OF
THE FREE ACADEMY,
BY THE
BOARD OF EDUCATION
OF
THE CITY OF NEW YORK.

JULY, 1859.



New-York:
WM. C. BRYANT & CO., PRINTERS, 41 NASSAU ST., COR. LIBERTY

1859.

TO THE BOARD OF EDUCATION:

The Executive Committee for the care, government, and management of the Free Academy, herewith present a draft of the Eleventh Annual Report to the Board of Regents of the University of the State of New York, as required by law, on the operations of the Free Academy, for the academic year ending July 19th, 1859, and recommend the adoption of the following resolution :

Resolved, That the Annual Report of the operations of the Free Academy be adopted, and printed under the direction of the Executive Committee, and that a copy thereof, duly authenticated by the President and Clerk of this Board, be transmitted to the Board of Regents, and the Common Council of the City of New York.

All which is respectfully submitted.

ABRAHAM V. WILLIAMS,
LAFAYETTE RANNEY,
JAMES M. TUTHILL,
ROBERT A. ADAMS,
WILLIAM BLOOMFIELD,
HUGH G. CROZIER,
WILLIAM E. CURTIS,

} Executive Committee
on the Free Academy

REPORT.

To the Common Council of the City of New York, and to the Board of Regents of the University of the State of New York :

IN pursuance of the seventh subdivision of the third section of the "Act to amend, consolidate, and reduce to one act the various acts relative to the Common Schools of the City of New York," passed July 3d, 1851, and of the Act amendatory thereto, passed March 9th, 1855, the Board of Education of the City of New York, through the "Executive Committee for the care, government, and management of the Free Academy," in respect to the several subject-matters required to be reported on by them, present this their ELEVENTH ANNUAL REPORT, showing the operations and condition of the Free Academy, for the academic year ending on the 19th day of July, 1859, the day on which the annual commencement of said institution was held.

The various details of the financial and other operations of the year, will be found under the appropriate titles in the body of this Report.

It will be seen, by reference to the Report, that a very large number of students (325) was admitted at the examination in July. The number of applicants for admission was 376; of the number admitted, one hundred and fifty-four (154) chose the study of the ancient languages, and one hundred and seventy-one (171) chose the study of the modern languages.

Since the date of the last Report, the following Instructors have resigned, viz: LEWIS CONDIOT BAYLES, CHARLES HENRY PRATT, FRANKLIN SAMUEL RISING, and JOSEPH ANDERSON.

The following named young gentlemen, graduates of the Free Academy, were appointed, since the date of the last Report, as Instructors at large in said Institution, viz: SAMUEL GOULD JELLIFFE, DAVID GREEN FANNING, WILLIAM MELLEN BANKS, JAMES GODWIN, and ALEXANDER PHOENIX KETCHUM; and LUCIEN OUDIN, Instructor in the Department of the French Language and Literature. Mr. DAVID G. FANNING, resigned April 18, 1859, having received an appointment of Instructor in one of the Grammar Schools in this city.

The award of medals, prizes, testimonials, etc., were distributed to the students entitled thereto, at the Annual Commencement (July 19). The conditions upon which the prizes were awarded, the manner of their distribution, together with the names of the successful competitors, will be found detailed in the Report.

The graduating class of 1859 consisted of thirty members, twenty-six of whom received the degree of *Bachelor of Arts*, three received the degree of *Bachelor of Sciences*, and one an *Honorary testimonial*, he having pursued a partial course.

Ten Alumni of the Academy received the degree of *Master of Arts*.

The condition and operations of the Academy, in detail, for the Academic year, ending on the 19th day of July, are shown in the following statements:

To the Common Council of the City of New York and to the Board of Regents of the University of the State of New York :

I.—GROUND FOR ACADEMIC BUILDINGS.

Present value,	\$37,810 00
Paid for original lot,	\$25,000 00
" additional ground,	12,810 00
	<hr/>
	\$37,810 00

II.—ACADEMIC BUILDINGS.

Paid for building Academy,	\$48,000 00
" " Alterations and repairs, and permanent fitting up, as per former reports,	23,708 90
" " Repairs and improvements, 1854, as per reports of that year,	1,962 72
" " Repairs and improvements, 1855, as per report of that year,	219 69
" " Repairs and improvements, 1856, as per report of that year,	3,032 86
" " Repairs and improvements, 1857, as per report of that year,	2,025 86
" " Repairs and improvements, 1858, as per last report,	564 38
" " Repairs and improvements, 1859, to date of this re- port,	1,362 41
	<hr/>
	\$80,876 82

It has no other real estate than that mentioned above.

III.—ACADEMIC LIBRARY.

The original cost of the Library cannot be stated with any degree of accuracy, as many of the books were donated to the Academy by friends of the Institution. An estimated value, however, is given, which will be found by reference to this and former reports.

The Library contains seven thousand one hundred and seventy volumes, including those named in the list herewith reported ; and about eleven thousand text-books and books of reference. The text-books and books of reference form no part of the Library.

Amount paid for Library books, as per last report,	\$9,722 75
“ expended for Library books since the date of last report,	219 07
	<hr/>
	9,941 82

The following is a list of books added to the Library since the date of last report :

	VOLA.
Lemair's Latin Classics,	157
Chancer's Poetical Works,	6
Rollin's Method,	4
Fielding Works,	12
Excursions through England,	7
Sterne's Works,	8
Rome in the 19th Century,	3
Heraldry, Clark,	1
Winter Evenings, Knox,	2
Universal History, Bossuet,	2
Lectures and Addresses, Robertson,	1
Sermons, (1st series) do.	1
Sermons, (2d series) do.	1
Sermons, (3d series) do.	1
History of India, Gleig,	4
Street Thoughts, Dexter,	1
Morning Clouds,	1
Recollection of Samuel Rogers,	1
To Cuba and Back, Dana,	1
Political Economy, Newman,	1
Copper and Coppermining, Piggott,	1
New Star Papers, Beecher,	1
Homer's Iliad, Chapman,	2
Works of Lord Brougham,	10
Life of Schiller, Carlyle,	1
Shelley Memorials, Lady Shelley,	1
New York to Delhi, Minturn,	1
Life of Charlotte Brontë, Mrs. Gaskell,	1
Familiar Quotations,	1
Popular Geology, Miller,	1
Glossary of English Words, Trench,	1
Elements of Logic, Coppée,	1
Conquest of Mexico, Wilson,	1

	VOLS.
Cambridge Essays, 1858,	1
Oxford Essays, 1858,	1
Treaties on the Passions, Cogan,	1
Raleigh, Sir Walter, and his Time, Kingsley,	1
Intuitive Morals,	1
Love, (L'Amour,) Michlet,	1
Empire of Austria, Abbott,	1
Memoir of Theo. Parsons, (Chief Justice, Mass.,)	1
Calculus of Operations, Carmichael,	1
Lynch, Anne C, Poems,	1
Rugby School Sermons, Arnold,	1
Age of Chivalry, Bulfinch,	1
Life of Sir Phillip Sydney,	1
History of the United States, Tucker,	4
History of the Christian Church, Schaff,	1
Memoir of John Q. Adams, Quincy,	1
La Plata and Paraguay, Page,	1
Life and Times of Milton, Masson,	1
Comparative Grammar, Bopp,	3
History of French Literature in the 19th Century, Vinet,	1
History of New England, Palfrey,	1
Poets and Poetry of America, Griswold,	1
History of the Republic of Venice, Hazlitt, W. C.,	2
History of the Quakers, Sewel,	1
Theory and Practice of Banking, Macleod,	2
North American Insects, Jaeger,	1
Adam Bede, Geo. Eliot,	1
The New and the Old, Palmer, Dr. J. W.,	1
Up and Down the Irawaddi, do.	1
Fruit, Flowers, and Farming, Beecher,	1
Life Thoughts, do.	1
Walter Thornly,	1
Algebra, Euler,	1
The Land and the Book, Thompson,	2
Chemical Manipulation, Williams,	1
Curves and Functions, Peirce, Benj.,	2
Analytical Geometry, Peirce, J. M.,	1
History of Civilization, Buckle,	1
Political Economy, Macleod,	1
Oration and Speeches, Everett, (3d vol.)	1

	VOL.
Life of Cardinal Mezzofanti, Russell,	1
Aristotle's Ethics, Trans. by Crane,	2
Miscellaneous Works, Paine,	2
Unity of Worlds, Powell,	1
Philosophical Problems, Bland,	1
Christian Ethics, Bates,	1
Political Economy, Ricardo,	1
Isometrical Drawing, Sopwith,	1
The Lusiad ; or, Discovery of India, Mickle,	2
Historic Survey of German Poetry, Taylor,	3
Shakespeare, Drake,	2
Lecturss on Natural Philosophy, Young,	2
Arcadia, (Pembroke's) Sydney,	1
Dissertation on Taste, McDermot,	1
Life and Times of Madison, Rives, (1st vol.)	1
Value of Gold, Chevalier,	1
Characteristics of Men, Manners, &c., Shaftesbury,	3
Daily Counsellor, Sigourney, Mrs.,	1
Plane Coordinate Geometry, Walton,	1
Differential and Integral Calculus, De Morgan,	1
Senate-House Riders, Solutions of, Jameson,	1
Algebraical Problems, Bland,	1
Trigonometry, and Double Algebra, De Morgan,	1
Differential and Integral Calculus, Ritchie,	1
Differential and Integral Calculus, Gregory,	1
Differential and Integral Calculus, Hemming,	1
Differential Calculus, Walton,	1
Doctrine of the Will, Mahan,	1
Logic, Leechman,	1
Maxims and Morals, Rochefoucauld,	1
Logical Method, Chretien,	1
Philosophy and Logic, Gerhart,	1
Political Economy, Logical Method of, Cairnes,	1
New Analytic of Logical Forms, Baynes,	1
Rational Cosmology, Hickok,	1
Lectures on Logic, Moberly,	1
Geometry, Principles of, Ritchie,	1
Elements of Psychology, Morell,	1
History of Ancient Philosophy, Butler,	2
Swift's Works,	6

	VOLS.
Montaigne's Works,	4
Germany, De Staël,	2
Fenelon's Works, (Telemachus,)	1
Charles XII., Voltaire,	1
Pascal's Works, (Provincial Letters,)	1
Bynkershoek, Opera Omnia,	6
Worthies of Devon, Prince,	1
Smith's (Adam) Works,	5
Elliptic Integrals, Booth,	1
Capital, Currency, and Banking, Wilson,	1
Key to Bland's Algebraical Problems,	1
Christian Cyclopædia, Gardner,	1
Travels through Germany, Bohemia, &c., Keysler,	4
Essays, Biographical, Critical, &c., Drake,	4
Occult Sciences, (Encyclopædia Metropolitana) Smedley, <i>et al</i> ,	1
Moral and Metaphysical Phil., Ancient, (Ency. Metro.) Maurice,	1
“ “ “ First six Centuries, “ “ Maurice,	1
“ “ “ Mediæval Phil. “ “ Maurice,	1
Applied Mechanics, “ “ Rankine,	1
Church History, Early Christianity, “ “ Hinds,	1
“ “ 2d and 3d Centuries, “ “ Jeremie,	1
“ “ 4th to 12th “ “ Carwithen,	1
Early Oriental History, “ “ Eadie,	1
Early History of Greece, “ “ Pococke, <i>et al.</i> ,	1
History of Roman Republic, “ “ Arnold, <i>et al.</i> ,	1
History of the Roman Empire, “ “ Arnold, <i>et al.</i> ,	1
Decline and Fall of the Roman Empire, “ “ Arnold, <i>et al.</i> ,	1
Roman Antiquities, “ “ Ramsay,	1
Universal History, Introduction to, “ “ Stoddart,	1
History of Greece, Macedonia, and Syria, “ “ Renouard, <i>et al.</i> ,	1
Biblical Antiquities, “ “ Cox,	1
Sacred History and Biography, “ “ Cox,	1
History of the Jews, “ “ Hale,	1
American Ephemeris and Nautical Almanac, (1860,)	1
Lectures on Phil., &c., Hamilton, Sir Wm.,	1
History of the Rebellion, Clarendon,	6
Howard's Works,	2
Gauss's Theoria Motus, Davis, :	1
Diccionario de la Lengua Española, Dominguez,	2
Discoveries in North and Central Africa, Henry Barth. (Vol. 3),	1

	VOL.
Hudson's Shakespeare, (Vol. 11),	1
Minnesota and its Resources, Bond,	1
Essays in Biography and Criticism, Bayne, (first series,)	1
“ “ “ “ (second “)	1
Frederick the Great, Carlyle, (Vol. 2,)	1
Lives of American Merchants, Hunt, (Vol. 2,)	1
Philip the Second, Prescott, (Vol. 3,)	1
Annals of the American Pulpit, Sprague, (Vol. 5,)	1
Abridgment of the Debates of Congress, (Vols. 7, 8, 9, 10, 11,)	5
Transactions of the New York State Agricultural Society, 1856,	1
Transactions of the American Institute, 1854, '55, '56, '57,	4
Christian Life, Bayne,	1
The Bertrams, Trollope,	1
Mental Philosophy, Haven,	1
Cyclopædia of the Physical Sciences, Nichol,	1
Familiar Astronomy, Bouvier,	1
Nature and the Supernatural, Bushnell,	1
Self made Men, Seymour,	1
Greek and Latin Classics, Dibdin,	1
Commercial Dictionary, McCulloch,	2
French Revolution, Abbott,	1
Palestine, Past and Present, Osborn,	1
Reformers before the Reformation, Ullmann,	2
Every Day Book, Hone,	2
Table Book, do.	1
Year Book, do.	1
History of Plymouth Plantation, Bradford,	1
Camp-Fires of the Revolution, Watson,	1
Household Book of Poetry, Dana,	1
What will he do with it? Bulwer,	1
Philological Proofs of the Unity of the Human Race, Johnes,	1
New Priest in Conception Bay,	2
Letters from Spain, Bryant,	1
Scientific and Practical Agriculture, Campbell,	1
Morality and the State, Nash,	1
Recollections of Geoffry Hamlyn, Kingsley,	1
Courtship of Miles Standish, Longfellow,	1
Dramatic and Poetical Works, Burgoyne,	2
Essays on Political Economy, Bastiat,	1
Elements of Philosophy, Belsham,	1

	VOL.
Hand Book of Practical Receipts, Branston,	1
Love me Little, Love me Long, Reade	1
Good News of God, Kingsley,	1
Memoir of Stoddard, Thompson,	1
Household Stories, Grimm,	2
Adeline Protat, Murger,	1
Ursule Mirouët, Balzac,	1
Le Cousin Pons, "	1
Modeste Mignon, "	1
César Birotteau, "	1
Le Médecin de Campagne, Balzac,	1
Cronique du Règne de Charles IX,	1
Valérie, Krüdner,	1
Colomba, etc., Mérimée,	1
Le Roman d'un Jeune Homme Pauvre, Feuillet,	1
Bellah, "	1
Voyage autour de Mon Jardin, Karr,	1
Œuvres Complètes, Maistre,	1
Un Homme Sérieux, Bernard,	1
Mademoiselle de Clermont, De Genlis,	1
Le Siège de La Rochelle, "	1
Delphine, De Staël,	1
De L'Allemagne, "	1
Aurélië,	1
Picciola, Saintine,	1
Seul, "	1
Le Presbytère, Töpffer,	1
Nouvelles Gênévoises, Töpffer, (2 copies,)	2
Rosa et Gertrude, "	1
Mélanges, "	1
Réflexions et Menus Propos, Töpffer,	1
Madeleine, Sandeau,	1
Marguerite, Girardin,	1
Piquillo Alliaga, Scribe,	3
Mariages de Paris, About,	1
Tolla, "	1
Roi Des Montagnes, "	1
Grèce Contemporaine, "	1
Coutes Fantastiques, Nodier,	1
Nouvelles, "	1

					VOL.
Romans,	Nodier,	.	.	.	1
Souvenirs de Jeunesse,	"	.	.	.	1
Coutes de La Veillée, Nodier,	"	.	.	.	1
Souvenirs de La Revolution,	"	.	.	.	1
Scènes de La vie Flamande, Conscience,		.	.	.	1
Fléau Du Village,	"	.	.	.	1
Heures Du Soir,	"	.	.	.	1
Veillées Flamandes,	"	.	.	.	1
Démon de L'Argent,	"	.	.	.	1
Mère Job,	"	.	.	.	1
Guerre des Paysans,	"	.	.	.	1
L'Orpheline,	"	.	.	.	1
André,	Sand,	.	.	.	1
Filleule,	"	.	.	.	1
François Le Champi,	"	.	.	.	1
Jeanne,	"	.	.	.	1
Lettres D'Un Voyageur,	"	.	.	.	1
Mare Au Diable,	"	.	.	.	1
Mont-Revêche,	"	.	.	.	1
Simon,	"	.	.	.	1
Juif Errant, Sue,	.	.	.	.	5
Impressions De Voyage ; Le Véloce,	Dumas,	.	.	.	1
" " Le Corricolo,	"	.	.	.	1
" " Midi De La France,	"	.	.	.	1
" " Bords Du Rhin,	"	.	.	.	1
" " De Paris à Cadix,	"	.	.	.	1
" " Le Spéronaire,	"	.	.	.	1
Cours de Mécanique, Duhamel,	.	.	.	.	1
Théorie Analytique du Système du Monde, Pontécoulant, (3d and 4th vols.)	.	.	.	.	2
Traité d'Electricité, De La Rive, (3d vol.)	.	.	.	.	1
Traité d'Optique Physique, Billet,	.	.	.	.	2
Résistance des Matériaux,	Morin,	.	.	.	1
Leçons Mécanique Pratique,	"	.	.	.	1
Aide—Mémoires Mécanique Pratique,	"	.	.	.	1
Histoire de Napoléon, Comte de Ségur,	.	.	.	.	2
Vicomte de Bragelonne, Dumas,	.	.	.	.	3
Impressions du Voyage ; Quinze Jours au Sinai, Dumas,	.	.	.	.	1
" " La Villa Palmieri,	"	.	.	.	1
" " Le Capitaine Aréna,	"	.	.	.	1

	VOLS.
Impressions du Voyage ; Une Année à Florence, Dumas, .	1
Capitaine Paul, Dumas,	1
Quinze Jours au Sinai, Dumas et Dauzats,	1
Poésies et Nouvelles, D'Arbouville,	3
Don Alonzo, De Salvandy,	2
Obras de Jovillanos,	5
Auctores Españoles, Ochoa,	2
Geschichte der Hohentaufen, Von Raumer,	6
Studien, Stifter,	3
Soll und Haben, Freytag,	2
Der Nachsommer, Stifter,	3
Mozart, Rau,	3
Historisches Taschenbuch, (1830-58,) Von Raumer,	28
Geschichte der Deutschen Literatur, Kurz,	2
Premiers Voyages, Töpffer,	1
Nouveaux Voyages, Töpffer,	1
Théorie Géométrique des Engrenages, Olivier,	1
Méthode des Moindres Carrés, Gauss,	1
Analytischen Chemie, Rose,	1
Ausführliches Handbuch der Analyt. Chemie, Rose,	2
Revue des Deux Mondes,	5
Atlantic Monthly,	3
Blackwood's Magazine,	2
Westminster Review,	1
Edinburgh "	1
North British, "	1
London Quarterly Review,	1
North American "	1
Historical Magazine,	1
Mathematical Monthly,	1
Patent-Office Report, 1857,	1
Coast Survey, U. S., 1857,	1
Report of Smithsonian Institute, 1857 and '58,	2
Report of Regent's University, State N. Y., 1859,	1

IV.—APPARATUS, FINE-ARTS, &c.

Philosophical, Mathematical, and Chemical.

The remarks made in reference to the original cost of the Library are applicable, also, to the original cost of the apparatus belonging to the Academy. An estimated value is given in another part of this Report.

Amount paid from City Treasury for apparatus, as per last

Report,	\$9,090 54
" paid since the date of last Report,	191 48
	<hr/>
Total,	\$9,282 02

Natural History, Physiology, &c.

The Department of Natural History contains about three thousand specimens, no additions having been made thereto since the date of the last Report.

A list of Specimens in this Department is given on page 21.

LABORATORY.

The Laboratory of the Free Academy is well provided with the necessary apparatus of glass and porcelain, and with an extensive suit of chemical preparations, to which additions are constantly made by the Professor having charge of the department. The Physical Cabinet is also large, and contains most of the best French and German instruments, imported expressly for the Academy. This collection contains all the apparatus necessary for the experimental illustration of the phenomena of Light, Heat, Electricity, and Magnetism.

CABINET OF CHEMICAL AND PHYSICAL APPARATUS.

The following is a complete list of the Apparatus and of the Casts and Models in the Department of Fine Arts, belonging to the Free Academy :

PNEUMATICS.

Chamberlain's Air-Pump.
 Condensing Syringe.
 Bell Glasses for Air-Pump (3.)
 Bladder and Hand-Glass.
 Madgeburg Hemispheres.
 Upward Pressure Apparatus.
 Bursting Squares (9.)
 Wire Guard for do.
 Hand Air-Pump.
 Guinea and Feather Glass.
 Water Hammer.
 Balance with Air-Globe and Counterpoise.
 Bell, with Sliding Rod.
 Barometers' (2.)

HYDROSTATICS AND HYDRONAMICS.

Set of Glasses to illustrate Equilibrium of Fluids.
 Hydrostatic Bellows.
 Archimedes' Screw.
 Working Models of Lifting and Forcing Pumps.
 Hero's Fountain.
 Barker's Mill.
 Glass Balloon (with Jar and Images.)
 Hydrostatic Paradox.
 Halstat's Apparatus for the Pressure of Liquids.
 Apparatus for Body immersed in a Liquid.
 Apparatus for the Decomposition of Water.

GALVANISM, MAGNETISM, ELECTRO-MAGNETISM, HEAT.

Bunsen's Battery of 50 pairs.

Grove's Battery of 12 pairs (Platina Strips).

Daniel's Batteries of 6 pairs.

Wheatstone's Rheostat.

Galvanometer (Suspension Thread.)

Vertical Galvanometer.

Tangent's Compass.

Large Simple Galvanometer.

Decomposing Cell (2 Gas Tubes.)

Apparatus for Attraction and Repulsion of Currents.

Contracting Helix.

Magnet revolving around a Conductor.

Conductor revolving around a Magnet.

Magnet revolving on its own axis.

Vibrating Wire (Magnet of three pieces.)

Revolving Spur Wheel.

Gold Leaf Galvanoscope.

De la Rive's Ring.

Revolving Coil.

Thermo-Electric Revolving Arch.

Magnetizing Helix.

Helix on Stand, with Iron Bar.

Helical Ring and Semicircles.

Large Electro-Magnet.

Revolving Armature.

Reciprocating Engine.

Revolving Electro-Magnet.

Electro-Magnet, revolving with the Earth's Action.

Clock-Work Electrotome.

Magneto-Electric Machine (Brass Legs; quantity and intensity of Helices.)

Separable Helices and Handles (2.)

Flat Spirals (3 lbs. each; 2.)

Thermo-Electric Series (10 pairs.)

Thermo-Electric Rectangle.

Ampere Electrometer.

Simple Bar Magnets (4.)

Compound Bar Magnet.

Simple U. Magnet.
 Magnetic Needle on horizontal stand.
 Dipping Needle.
 Set of steel Bars for Magnetization.
 Morse's Telegraph Model.
 Ruhmkorff's Apparatus for Induction.
 Diamagnetic Apparatus.
 Apparatus for fixing the Electric Light.
 Smee's Battery of 4 pairs.
 Pictet's Brass Mirror.
 Hot Water Cube.
 Regnault's Apparatus for Specific Heat.
 Melloni's Thermo-Electric Apparatus.
 Apparatus for Expansion of Solids.
 " " Conduction of Heat.
 Hydro-Oxygen Blowpipe.
 Davy's Safety Lamp (2.)
 Blowpipe and Table.
 Wrede's Apparatus for Absorption.
 Ring and Ball for Expansion by Heat.
 2 Bulb Tubes for Expansion of Gases.
 2 " " " Liquids.
 1 Pyrometer.
 Mounted Diaphragm.
 Barton's Button.
 Freezing Apparatus.
 Thermometer of Biot.
 Pair of Gas Holders.
 Six models in wood to illustrate the subject of Light and Chrys-
 tallography.

MATHEMATICS.

Theodolites (2) and Tripods.
 Surveyor's Compass (2) and Tripods.
 Level.
 Sextant.
 Quadrant.
 Artificial Horizon.
 Surveyor's Chain and Pins (2 sets.)
 Measuring Tape.

Levelling Staves (2.)

Rods (4.)

Malby's Large Terrestrial Globe (and Compass.)

Malby's Large Celestial Globe (and Compass.)

Engineer's Transit.

Tanget Compass.

Plaster models of oblique arches, by Bardin, Paris (9.)

Plaster models of Voussoirs, of an oblique arch, by Bardin, Paris (31.)

Models of Topography, with maps, by Bardin, Paris (9)

ACOUSTICS.

Bellows Apparatus, with glass sides for Organ Pipes.

Pipe with Musical Scale.

Open Pipe C.

Vox Humana.

Parchment Pipe.

Pipe with Reed.

“ “ “ and Trumpet.

“ “ Glass Cylinder for observing Nodal Lines.

Monochord.

Tuning Fork.

Siren.

OPTICS.

**Gregorian Reflecting Telescope, (2 feet focal length,) presented by
EDWARD W. SERRELL, Esq., N. Y.**

Observing Telescope.

Concave Mirror (of 26 centimetres diameter.)

Convex Mirror (of 25 centimetres diameter.)

Plane Mirror (of 25 centimetres diameter.)

Apparatus for Bouquet Experiment.

Double Convex Lens.

“ Concave “

Plano-Convex “

“ Concave “

Concave-Convex “

Equilateral Prism.

Polyprism.

Achromatic Prism (variable angles.)

Biot's Prism (compartments for volatile liquids.)
 Silberman's Helio-stat.
 Raspail's Microscope.
 Oberhauser's "
 Lawrence Smith's Apparatus for Solar Microscope.
 " " Diffraction and Interference.
 Nichol's Prism.
 Diaphragms (1 circular and 1 rectilinear.)
 Apparatus for Colored Rings.
 Noremburg's Apparatus (improved.)
 Soliel's Apparatus (for measuring optic axis of Crystals.)
 Collection of Crystals of one and two optic axis, viz.:
 Native Quartz.
 Plate " (2 natural rotations.)
 Porte objet.
 Babinet's Compensators (2.)
 Plates Sulphate of Lime.
 " Quartz (parallel to axis.)
 " Mica ($\frac{1}{2}$ wave length.)
 " Quartz.
 " Oblique Quartz (crossed.)
 " Spar (perpendicular to axis.)
 " Tourmaline (perpendicular to axis.)
 " Beryl. "
 " Carbonate of Lead. "
 " Arragonite.
 " Gypsum.
 " Mica.
 " Sulphate of Baryta.
 Tempered Glasses (different forms.)
 Apparatus for Movable Hyperbolas.
 Presses and 3 Glasses for Curves.
 " " " Compression.
 Fresnel's Apparatus for Double Refraction.
 Parallelopipedons of Fresnel.
 Stereoscopes (with Daguerretypes, &c.)
 Collection of Colored Glasses for Absorption.
 Rhombs of Spar.
 Cylindrical Mirror (with pictures.)
 Apparatus for Rays of Spectrum.
 Reflecting Goniometer.

Apparatus for Circular Polarization of Light.
 Lamp for Optical Experiments, and box for the same.
 Goniometer of Charles and Malus.
 Achromatic Microscope.
 Contact Goniometer.
 Stand for Optical Instruments.
 Wave Machine.
 Deville's Lamp.

MECHANICS, ETC.

Lever, with Appendages, &c.
 Fixed and Movable Pulleys, and their Combinations.
 Loaded Cylinder and Inclined Plane.
 Double Cone and Inclined Bars.
 Pair of Tumblers.
 Model of the Wheel and Axle.
 " Inclined Plane.
 " Screw.
 " Capstan.
 " Crane.
 " Pile Driver.
 " Jack.
 Apparatus showing Action of Endless Screw.
 " " " Cog Wheels.
 Atwood's Machine.
 Whirling Table.
 Ten pieces of Apparatus belonging to Whirling Table.
 Roberval's Balance.
 Compound Lever.
 Weights, and Stand for Weights.
 Ivory Bolls on Stand (to illustrate collision.)
 Apparatus showing the Angle of Reflection.
 Bohnenberger's Machine (for showing the position maintained by
 the axis of the earth in its rotation.)
 Pulley, with concentric grooves.
 Apparatus for showing that the part of a pulley enveloped by the
 cord can be less or greater.
 Apparatus illustrating Parallelogram of Forces.
 Roemer's Carriage Axle with vibrating Wheels.
 Gyroscope.

MISCELLANEOUS.

Oersted's Apparatus for Compression of Water.
 Dumas' Apparatus for Density of Vapors.
 Guy Lussac's " Tension "
 Screen for Optical Experiments.
 Hygrometer.
 Daguerreotype Apparatus (complete.)
 Apparatus for Maximum Density of Water.
 Anemometer.
 Divided Scales (3.)
 Breguet's Metallic Thermometer.
 Chemical Balance.
 Common "
 Regnault's Eudiometer.
 Elliptical Mercury Trough (for Reflexion.)
 Sundries—Retorts, Crucibles, Stills, Alembics, &c., &c.

CABINET OF NATURAL HISTORY.

500 specimens in Conchology, presented by TOWNSEND HARRIS, Esq.
 2,200 " Mineralogy.
 300 " Geology.

PHYSIOLOGY, ETC.

Manikin.
 Skeleton.
 Separated Skull.
 Enlarged Model of the Eye.
 " " " Ear.
 " " " Larynx.

FINE ARTS—CASTS AND MODELS.

This is a choice collection, and affords extraordinary advantages (perhaps unequalled in this country) for the study of ornament and for the general purposes of art. It may be classified as follows:

1st.—CAST OF ELGIN MARBLES.

Presented by CHARLES M. LEUPP, Esq., N. Y.

Ilissus.

Theseus.

Colossal Head of the Horse from pediment of Parthenon.

Metopes and Frieze of the Parthenon.

Colossal Caryatides, &c.

2d.—CASTS FOR THE STUDY OF THE ANTIQUE.

From Florence, the Vatican, and the Louvre.

1. FIGURE:

Minerva.

Belvedere Hercules.

Torso of the Laocoon.

Torso of Venus of Milo.

2. ALTO AND BASSO-RELIEVO:

Victory.

Dancers.

Chariot Race.

Alcibiades and Aspasia.

Bacchus and Ariadne.

Bacchante and Dionysian Bull.

Fawn with Panther.

Chimera bearing Rome.

3. BUSTS :

Diogenes.
 Pericles.
 Plato.
 Homer.
 Venus of Aries.
 Venus of Milo.
 Townley Muse.
 Farnese Hercules.
 Colossal Jupiter.

4. MASKS :

Dante.
 Aristides.
 Alexander.
 Apollo Belvedere.
 Venus of Cnidus.
 Sleeping Fawn.
 Fawn of the Capitol, &c.

3D.—EXAMPLES OF MICHAEL ANGELO AND CELLINI.

Figure from the Tomb of Lorenzo de Medici.
 Mask and Arm of Slave.
 Dog's Head.

4TH.—CASTS FROM NATURE.

Masks from Henri Quatre.
 Torso of a Man.
 Right Arm of a Man.
 Hands.

5TH.—EXTREMITIES.

Arm of Milo.
 Thigh from the Laocoon.
 Leg from Statue of Silenus.
 Leg from Statue of Germanicus.
 Colossal Hand from Statue of St. Peter.

6TH.—POMPEIIAN FRESCOS.

Models from Paintings in the House of Pompeii.

7TH.—ARCHITECTURAL STUDIES.

1. THE FIVE ORDERS OF ARCHITECTURE :

Small Models.

2. FRIEZES :

Architrave of Temple of Jupiter Stator.

Frieze with Panthers, from the Ecole des Beaux Arts.

Frieze from the Tomb of Henry the VII.

3. MOULDINGS :

Talons of the Architrave and Entablature of the Temple of Jupiter Stator.

Torus from that of Minerva Polias.

Ornamented Oves, &c.

4. BYZANTINE ARCHITECTURE :

Column from St. Denis.

Capital of Column at Bonn.

Capital from Abbey of Bennetford.

Mounting Post, &c.

5. GOTHIC ARCHITECTURE :

Rosette Frieze.

Pilaster with Monk.

Antæ from Notre Dame.

Jamb from Ecole des Beaux Arts.

Mouldings from Westminster.

Gothic Panels from wood carving.

Ogees, &c., &c.

6. RENAISSANCE :

Parts of a Pilaster.

Second part of the same with Capital, &c.

8TH.—STUDY OF ORNAMENT.

Minerva upon Scroll.

Vine Mounting.

Fragment of Foliage.

Reverse of Leaf.

Leaf from base of Column of Trajan.

Ornamental Column.

Ornamented Base.

V.—TITLE TO PROPERTY, INCUMBRANCES, ETC.

The property is free from all incumbrances.

VI.—OTHER ACADEMIC PROPERTY.

There is no other property belonging to the Academy than the lot building, library, text-books, casts, models, and cabinet of natural history, described previously, except fuel, stationery, and furniture, partly worn, the present value of which cannot be stated with certainty.

VII.—DEBT.

The Academy is free from debt.

VIII.—BOOKS AND APPARATUS COMPARED WITH CATALOGUES, ETC.

All the books and articles of apparatus possessed by the Academy have, since the date of the last Report, been, by or under the direction of the Board, carefully examined and compared with the original catalogues or inventories of the books and apparatus belonging to the Academy; and on such examination and comparison, all the books and apparatus belonging to the Academy, and which ought to be in its possession, were duly found to be in such possession, in good order and condition.

IX.—SUMMARY STATEMENT.

The total *estimated* value of Academic property, as described in the preceding part of this Report, is as follows:

Present value of Academic lot, buildings and furniture, .	\$118,686 82
Present value of Library,	9,500 00
Present value of Text-Books,	12,000 00
Present value of Philosophical Apparatus,	9,000 00
Present value of Casts, Models, &c.,	1,500 00
Present value of Cabinet of Natural History,	1,500 00
	<hr/>
	\$152,186 82

X.—GENERAL CASH ACCOUNT FOR THE YEAR ENDING ON THE SAID 19TH DAY OF JULY, 1859.

CASH RECEIVED.	Dr.	CASH PAID.	Cr.
Balance on hand at the date of last Report, - - -	\$9,108 07	Cash paid, during said period, by the Board of Education, viz.:	
Cash since received on the following accounts, viz.:		For Salaries of Teachers and Officers, - - -	\$45,373 67
Amount appropriated by the Board of Education for the support of the Academy, including Text-Books and Stationery - - - -	48,000 00	" Repairs and Improvement of Academy, Buildings, and Grounds	1,862 41
Amount appropriated during said period for Furniture, Apparatus, and Repairs of the Academy -	2,000 00	" Text Books and Stationery, - - - -	3,388 78
Amount received during said period from the Regents of the University from the Literature Fund,*	1,100 70	" Library Books, - - -	219 07
		" Apparatus, Chemicals, &c., - - - -	191 48
		" Re-binding Books, - -	71 55
		" Printing and Advertising, - - - -	879 09
		" Expenses of Examination, Commencement, &c., - - - -	1,018 01
		" Fuel, - - - -	598 79
		" Lighting the Academy,	79 08
		" Postage, &c. - - - -	135 00
		" Furniture, Repairing, &c. - - - -	611 77
		" Supplies, cleaning Academy, &c. - - - -	318 31
			<hr/>
			\$54,247 02
		Balance, - - - -	5,961 75
			<hr/>
	\$60,208 77		\$60,208 77

* This amount was apportioned to the Academy in February, 1859, but not received until October. It properly belongs to this account.

NOTE.—The *estimated* value of the Academic lot, &c., as given above, includes the permanent fitting up, and also all repairs, alterations, and improvements since the Academy has been in operation. But the *real* value of the said property ought not, perhaps, to include anything more than the grounds, buildings, improvements, permanent fitting up, books, apparatus, casts, and models, and furniture valued at about one hundred and twenty-five thousand dollars.

XI.—REVENUE AND EXPENDITURES FOR THE YEAR ENDING ON THE SAID 19TH DAY OF JULY 1859.

REVENUE RECEIVED.	Dr.	EXPENDITURES INCURRED.	Cr.
Amount of Revenue received during said year, from the following sources, viz, :		Amount paid on Liabilities incurred during said year, on the following accounts, viz :	
From appropriations by the Board of Education, - -	\$50,000 00	For Salaries of Teachers and Officers, - - - -	\$45,873 68
From the Regents of the University, being the Apportionment of the Literature Fund for 1859 - .*	1,100 70	" Repairs and Improvements to Academy buildings and grounds	1,862 41
Balance on hand at the date of the last Report, - - -	9,108 07	" Text-books and Stationery, - - - - -	3,888 78
		" Library Books, - - -	219 07
		" Apparatus, Chemicals, &c., - - - - -	191 48
		" Fuel, Printing, Commencement, and all other incidental expenses, - - - - -	\$3,711 60
			\$54,247 02
		Balance - - - -	5,961 75
	\$60,208 77		\$60,208 77

XII.—MONEY RECEIVED FROM THE LITERATURE FUND.

The money received from the Literature Fund for the year, as stated in the preceding part of this Report, under the head of *Cash Received*, together with all balances of money received heretofore, and suffered to remain on hand, unexpended, are accounted for as follows, viz. :

Balance on hand, unexpended, received from the Regents of the University, at the date of last Report.....	\$302 07
Received from the Regents of the University since the date of last Report, being the apportionment from the Literature Fund for the year 1859	* 1,100 70
	\$1,402 77
Expended for Library Books since the date of last Report ...	† 219 07
Balance to be expended for Library Books.....	\$1,183 70

* See note, preceding page.

† The books, a list of which is given in the preceding part of this Report, were purchased, but the bills for the same were not presented at the date of this Report, and therefore the amount could not be ascertained.

XIII.—MONEY RAISED AND GRANTED FOR PURCHASE OF BOOKS AND APPARATUS.

Nep exnocet, as stated in the preceding part of this report.

XIV.—DEPARTMENTS.

OFFICERS OF INSTRUCTION AND GOVERNMENT.

The studies are pursued under the following Academic Office oint-
ed by the Board of Education :

- A Principal, who shall be Professor of Moral, Intellectual, and Political Philosophy.
- A Professor of the Latin and Greek Languages and Literature.
- A Professor of Chemistry and Physics.
- A Professor of Pure Mathematics.
- A Professor of Mixed Mathematics.
- A Professor of History and Belles-Lettres.
- A Professor of English Language and Literature.
- A Professor of French Language and Literature.
- A Professor of Spanish Language and Literature.
- A Professor of German Language and Literature.
- A Professor of Drawing.
- A Professor of Natural History and Physiology.
- An Adjunct-Professor in the Department of Philosophies.
- An Adjunct-Professor in the Department of Mathematics.
- And as many tutors as may be from time to time required.

The Faculty consists of the Professors who, conformably to the classification of studies pursued in the Academy, are at the head of the following Departments :

Philosophies,	History and Belles-Lettres,
Ancient Languages,	Pure Mathematics,
English Language,	Mixed Mathematics,
Modern Languages,	Physical Sciences.

CLASSIFICATION OF STUDIES PURSUED.

DEPARTMENTS.	SUBJECTS.	COLLATERAL SUBJECTS.
<i>Philosophies.</i>	<ul style="list-style-type: none"> Moral Philosophy. Intellectual Philosophy. Political Philosophy. 	
<i>Ancient Languages.</i>	<ul style="list-style-type: none"> Latin Language and Literature. Greek Language and Literature. 	
<i>English Language.</i>	<ul style="list-style-type: none"> English Language and Literature, comprising— General Grammar. English Grammar. Etymology. Synonymy, Composition. 	
<i>Modern Languages.</i>	<ul style="list-style-type: none"> French Language and Literature. German Language and Literature. Spanish Language and Literature. 	
<i>History and Belles-Lettres.</i>	<ul style="list-style-type: none"> History. Composition, Rhetoric, Oratory. 	
<i>Pure Mathematics.</i>	<ul style="list-style-type: none"> Algebra. Geometry. Trigonometry and its Applications. Analytical Geometry. Descriptive Geometry. Differential and Integral Calculus. 	Drawing.
<i>Mixed Mathematics.</i>	<ul style="list-style-type: none"> Analytical Mechanics. Acoustics. Optics. Astronomy. Civil Engineering. 	
<i>Physical Sciences.</i>	<ul style="list-style-type: none"> <i>Physics..</i> <ul style="list-style-type: none"> Light—Heat. Electricity—Magnetism. Electro-Magnetism. <i>Chemistry</i> <ul style="list-style-type: none"> Inorganic—Organic. Physiological. Agricultural. 	<ul style="list-style-type: none"> Natural History. Physiology. Anatomy. Hygiene.

XV.—TEACHERS AND OFFICERS EMPLOYED.

The whole number of teachers employed in the Academy on the said 20th pay of July, 1858, was twenty-six. The names, the department of instruction, and the annual salary of each, are as follows :

Horace Webster, LL.D., President of the Faculty, and Professor of Moral, Intellectual, and Political Philosophy.....	\$3000
John Jason Owen, D.D., Vice-Principal and Professor of the Ancient Languages and Literature.....	2500
Wolcott Gibbs, M.D., Professor of Chemistry and Physics.....	2000
Gerardus Beekman Docharty, LL.D., Professor of Pure Mathematics, and Secretary of the Faculty.....	2000
John Augustus Nichols, A.M., Professor of Mixed Mathematics.....	2000
Charles Edward Anthon, A.M., Professor of History and Belles-Lettres....	2000
John Graeff Barton, A.M., Professor of the English Language and Literature.....	2000
Jean Roemer, LL.D., Professor of the French Language and Literature....	2000
Agustin José Morales, LL.D., Professor of the Spanish Language and Literature.....	1200
Theodore Gustav Glaubensklée, Professor of the German Language and Literature.....	2000
Paul Peter Duggan, N.A., Professor of Drawing and the Arts of Design, (Absent in Europe, on leave).....	
Herman Joseph Aloys Kœrner, Ph. D., Acting Professor of Drawing.....	2000
Robert Ogden Doremus, M.D., Professor of Natural History, Physiology, Anatomy, and Hygiene.....	1000
Joel Tyler Benedict, A.M., Adjunct Professor in the Department of Pure Mathematics.....	2000
George Washington Huntsman, A.M., Adjunct Professor in the Department of Philosophy.....	2000
Joseph Howard Palmer, A.M., Tutor in Pure Mathematics.....	1500
William Beinbauer Silber, A.M., Tutor in the Ancient Languages.....	1500
Benjamin Arad Sheldon, A.M., Tutor in Pure Mathematics.....	1500
Alfred George Compton, A.M., Tutor in the English Language.....	1000
Arthur McMullen, A.M., Tutor in Pure Mathematics.....	500
Casimir Fabregou, A.M., Tutor in the French Language.....	1000
Adolph Werner, S.B., Tutor in the English Language.....	500
Samuel Gould Jelliffe, A.B., Tutor in History and Belles-Lettres....	500
William Mellen Bank, A.B., Tutor in Ancient Languages.....	500
James Godwin, A.B., Tutor in Pure Mathematics.....	500
Alex. Phœnix Ketchum, A.B., Tutor in Drawing and Mathematics.....	500
Lucien Oudin, A.M., Tutor in the French Language.....	500
Joseph Oakley Nodyne, A.M., Librarian and Registrar.....	1500
Grosvenor Waters, Janitor.....	700
Daniel McEvoy, Assistant Janitor.....	500

XVI.—SUBJECTS OF STUDY PURSUED, TEXT-BOOKS AND BOOKS OF REFERENCE USED.

The subjects of study pursued in said Academy, during the said year, including classical and all others, with the text-books and books of reference used in each subject or study, were as follows :

1. MORAL, INTELLECTUAL, AND POLITICAL PHILOSOPHY.

Moral Philosophy,	Hickok's Moral Science.
“ “	Alexander's “
“ “	Wayland's. “
“ “	Butler's Analogy.
Intellectual Philosophy,	Mahan's Intellectual Philosophy.
Logic,	Whatley's Logic.
“	Mahan's “
Political Philosophy,	Mansfield's Political Grammar.
“ “	Hart's Constitution of the U. S.
Law,	Kent's Laws of Nations.

2. ANCIENT LANGUAGES AND LITERATURE.

GREEK LANGUAGE (Grammar,)	Sophocles' Greek Grammar.
Dictionaries,	Liddell & Scott's.
“	Pickering's.
Reading Books,	Sophocles' Greek Lessons.
“	Owens' Greek Reader.
“	“ Xenophon's Anabasis.
“	“ “ Cyropædia.
“	“ Homer's Iliad.
“	“ “ Odyssey.
“	“ Thucydides.
“	Crosby's Œdipus Tyrannus.

LATIN LANGUAGE (Grammar,)	{ Andrews' and Stoddard's Latin Grammar.
Dictionaries,	Leverett's.
"	Ainsworth's.
"	Andrews' Friends.
Reading Books,	Andrews' Latin Reader.
"	" Sallust
"	Spencer's Cæsar's Commentaries.
"	Cooper's Virgil.
"	Johnson's Cicero's Orations.
"	Lincoln's Livy.
"	Anthony's Horace.
"	" Greek Prose Composition
"	" Latin " "
"	" Latin Versification.

3. CHEMISTRY AND PHYSICS.

Chemistry,	Renwick's Principles.
"	Fownes'.
"	Liebig's.
Natural Philosophy,	Bird's.

4. PURE MATHEMATICS.

Algebra,	Docharty's Institutes.
Geometry,	"
Geometry (Plain),	Davies' Legendre.
Geometry (Analytical),	Davies'.
Calculus (Differential and Integral),	"
Trigonometry,	Docharty.
Surveying and Navigation,	Davies'.
Logarithms	Loomis.
Geometry (Descriptive),	} Manuscript.
Shades and Shadows,	
Linear Perspective,	

5. MIXED MATHEMATICS.

Mechanics of Solids,	Bartlett's.
" Fluids,	"
" (Analytical),	"
Acoustics and Optics,	"
Spherical Astronomy,	"
Civil Engineering,	Mahan.
Mechanics of Engineering,	Mahan's Ed. of Moseley.
Typography,	Smith.
Mechanic's, &c.,	Buck's Oblique Bridges.
Road Making,	Gillespie.

6. HISTORY AND BELLES-LETTRES.

History,	Willson's Universal History.
"	{ Putz's Handbook of Mediæval Geog-
Antiquities,	{ raphy and History.
Geography,	{ Anthon's Greek and Roman Antiqui-
Rhetoric,	{ ties.
"	{ Anthon's Ancient and Mediæval Ge-
Oratory,	{ ography.
"	Day's Rhetoric.
"	Jameison's Rhetoric.
Elocution,	Marshall's oratory.
Atlas,	Lovell's U. S. Speaker.
Dictionary,	Sargeant's Speaker.
	How's Elocutionist.
	{ Mitchell's Ancient and Modern At-
	{ las.
	{ Johnson's National Atlas.
	Worcester's.

7. ENGLISH LANGUAGE AND LITERATURE.

Dictionary,	Webster's (Unabridged.)
"	Reid's Etymological Dictionary.
Synonymes,	Graham's Synonymes.
Grammar,	General Principles of Grammar.
"	Fowler's English Grammar.
Outlines of Literature,	Shaw's English Literature.
English of Literature,	Cleveland's Compendium.
Encyclopedia of Eng. Literature,	Chambers.
" Am. Literature,	Duyckinck.

8. FRENCH LANGUAGE AND LITERATURE.

FRENCH LANGUAGE,	Noël and Chapsal's.
"	{ Robinsonian system of Teaching
	{ French.
Reading Book,	Roemer's Elementary Reader.
"	" Second French Reader.
"	" Polyglot Reader.
"	" French Idioms.
"	Racine, Molière.
Pronunciation,	Vannier's Pronunciation.
Dictionary,	Dictionnaire de l'Académie.
"	Spiers' and Surenné's.
"	Surenné's.

9. SPANISH LANGUAGE AND LITERATURE.

Grammar,	Ollendorff's.
"	Sales'.
Dictionary,	Neuman and Barretti's.
"	Velasques' (large).
Reading Book,	Ascagorta's History.
"	Quintana's—Español Celebres.
"	" Tesoro del Pernaso—Es-
	pañol.
"	Don Quixote.
"	Morales' Spanish Reader.
"	Moratin's Comedies.
"	Pizarro's Phrase-Book.
"	Iriarte's Fables.
"	Masdeu's Arte Poetica.
"	Samaniego's Fables.
"	Butler's Spanish Teacher.

10. GERMAN LANGUAGE AND LITERATURE.

Grammar,	Glaubensklee's Grammar.
"	Heyse's Grammatik.
Dictionary,	Elwell's Dictionary.
"	Flügel's "

Reading Book,	Oltrogge's Lesebuch.
"	Benedix Lutsplele.
"	Schiller's Marie Stuart.
"	Glaubensklees Reader.
"	Flaxman's Dialogues.
"	Heyse's Wörterbuch.
Schiller's	Wilhelm Tell.
Goethe's	Egmont.

11. NATURAL HISTORY, ANATOMY, PHYSIOLOGY, AND HYGIENE.

Introduction to the Sciences,	Chambers.
Natural History,	{ Schodler's and Medlock's Book of
"	{ Nature.
Physical Geography,	Guyot's Earth and Man.
Geology,	Somerville.
Mineralogy,	Lyell.
Physiology,	Dana.
"	Carpenter.
	Lambert.

12. DRAWING.

Doctrines of Forms,	} <i>manuscript.</i>	Course of Ornament, Classic, Gothic,
Elements of Drawing,		and Renaissance.
Industrial Drawing,		Study of the Antique, (Elgin Marbles)
Architecture, examples in Classic,		with external Anatomy applied to
Gothic, and Byzantine styles.		the Figure.
Architectural Orders and Mouldings.		

Lectures are delivered once a week to the Freshman Class, on popular applications of Chemistry. There are frequent exercises in Composition and Declamation. Weekly Lectures are also delivered to the same class in the Department of Natural Sciences.

Lectures on Popular Chemistry and the Natural Sciences are delivered weekly to the Sophomore Class. Frequent exercises in Composition and Oratory are also required.

Lectures on the Fine Arts, their history and applications to manufactures and to decoration, are delivered to the Junior Class (first term).

Themes and Forensic Discussions, and Original Declamations, are required as regular exercises from the Class; and in their second term, Lectures are delivered on popular applications of Natural Philosophy.

The first term of the Senior Class, Lectures are delivered on Ancient and Modern Inventions; and the second term, Weekly Lectures on the most Celebrated Constructions of Ancient and Modern Times; also, original Compositions and Declamations.

Lectures are also delivered, during the Academic year, on the Laws of Nations and the Constitution of the United States; on Intellectual and Moral Philosophy; on the Formation and Structure of the Greek and Latin Languages; on the History of the English Language and Literature; on the History and Formation of the French Language; and on the History and Formation of the German Language and Literature.

Weekly Lectures are delivered to the Sophomore Class (first term) on Political Economy.

Lectures also on the Spanish Language and Literature.

Weekly Lectures are delivered to the Introductory Class, in the Department of Natural Sciences, on Astronomy, Geology, Human Physiology, Physical Geography, Anatomy, &c.

Lectures on History are also delivered to the Freshman and Sophomore Classes.

XVII.—COMPOSITION AND DECLAMATION.

Students are required to be exercised in Composition and Declamation once a month, during the year.

XVIII.—NUMBER OF STUDENTS.

(A.) The whole number of Students (including Classical and all others) taught in the Academy during the first Academic term ending on the 16th day of February, 1859, was six hundred and sixty-two (662), including eleven Resident Graduates.

The whole number of Students (including Classical and all others) taught in the Academy during the second Academic term ending on the 19th day of July, 1859, was five hundred and eighty-three (583), including six Resident Graduates.

(B.) The whole number of Students (including Classical and all others) taught in the Academy during the said Academic year ending on the said 19th day of July, 1859, was six hundred and sixty-four (664.)

(C.) The whole number of Students belonging to the Academy on the said 19th day of July, 1859, or who belonged to it during part of the year ending on that date, and who are claimed by the Board of Education to have pursued for four months of said Academic year, or upwards, Classical studies, or the higher branches of an English education, or both, according to the true intent and meaning of the ordinance of the Regents, of the 20th of October, 1853, was six hundred and thirteen, (613.)

A schedule of the names, ages, and studies of the said students, so claimed by the said Board of Education to have pursued classical studies, or the higher branches of English education, or both, is hereunto annexed, duly verified by oath, as required by the law of the State, and the ordinance of the Regents.

XIX.—PRICES OR RATES OF TUITION.

The Institution being supported by the city, no charge is made for tuition.

XX.—GRATUITOUS INSTRUCTION.

Instruction is gratuitous to all the Students of the Academy.

XXI.—ACADEMIC TERMS, VACATIONS, COMMENCEMENT, ETC.

The Academic year is divided into two terms ; the first commencing on the third Wednesday of September, and ending on the Friday preceding the first Monday of February ; the second, commencing at the end of the first examination, (which continues eight days,) and ends on the Tuesday before the third Wednesday of July in each year.

VACATIONS.

There are three vacations in each Academic year ; the Summer Vacation, from commencement to the Tuesday before the third Wednesday in September, inclusive ; the Winter Vacation, from the 25th day of De-

ember, to the 1st day of January, inclusive; the Spring Vacation, from the last day of April, inclusive, one week.

There are no Academic exercises on Saturday, on the day celebrated as the anniversary of American Independence, and on Thanksgiving day.

END OF ACADEMIC YEAR, AND COMMENCEMENT.

The Academic year of the Academy ends on the *Tuesday before the Third Wednesday of July*, in each year, and on which day the Annual Commencement takes place.

XXII.—SUMMARY STATEMENT OF THE AVERAGE EXPENSES OF STUDENTS IN THE ACADEMY, FOR TUITION, BOARD, ETC.

The Academy being supported by the city, no charge is made for tuition or board. Students are not allowed to remain in the Academy after the daily exercises are over. They reside or board with their parents or guardians.

XXIII.—BOOKS, ETC., RECEIVED FROM THE STATE

The books received from the State, through the Regents of the University, or otherwise, for the use of the Academy, and now in its library, in good condition, are the following :

Natural History of the State of New York.....	15	vols.
Documentary History of New York, (4to.).....	4	"
Colonial History of New York, (4to.).....	10	"
" " " (8vo.).....	2	"
Census of the State of New York, for 1855.....	1	"
Reports of the Regents of the University, for 1857-8-9.....	3	"
Catalogue of the New York State Library.....	3	"
New York Meteorology, 1826-1850.....	1	"

XXIV.—PHYSICAL EDUCATION.

No distinct or separate provisions are made for physical education.

TERMS OF ADMISSION, EXAMINATION, ETC.

The examination of candidates for admission takes place immediately after the general examination, in July, and continues at the same hours every day until concluded. No student can be admitted to the Academy unless he resides in the city, be fourteen years of age, shall have attended the common schools in the city twelve months, and shall pass a good examination in

Spelling,	Algebra, as far as quadratic equations,
Reading,	inclusive,
Writing,	Geography,
English Grammar,	History of the United States,
Arithmetic,	Constitution of the United States,
	Elementary Book-keeping.

No candidate can be examined for admission unless he shall present to the Principal of the Academy a certificate in the form prepared by the Executive Committee, signed by the Principal of the School or Schools of which he has been a member, and specifying the age of the candidate, the Common Schools of this city which he has attended, and the length of time of his attendance in each. If the number qualified for admission be more than can be admitted, the preference is to be given to those who have attended the Common Schools the greater period.

At either of the regular examinations, members may be admitted to one or all of the classes, to pursue the studies of any one or more departments, provided they shall have attended the Common Schools the requisite period—shall be of the proper age—shall pass an examination in the requisites for admission, and also an examination satisfactory to the Faculty, in the previous studies of the class or departments to which they wish to be admitted.

No person is allowed to be present at the examination for admission except the instructors in the Academy, the members of the Board of Education and other school officers; neither the names of the candidates, nor the schools from which they come, are made known to the instructors conducting the examinations, but each candidate is designated during such examination by a number given to him on a card by the Principal.

Those students only who are afterwards ascertained to have passed a good examination, are admitted, and their names entered upon the rolls of the Academy.

There are two examinations during the Academic year. The first, commencing on the first Monday of February, is held for the purpose of testing the capacity of the student for advancement, and continues eight days. The second (for advancement), commencing on the third Monday before commencement, continues eight days, at the close of which candidates for admission are examined. These examinations are public, and no student is allowed to advance to the next class without being found qualified for such advancement. Students of the Introductory class are not allowed to advance to the Freshman class unless they are qualified in every respect, according to the By-Laws of the Board of Education.

The members of each class are examined by oral and written questions in the same study.

The admission of candidates takes place but once in the Academic year, and not semi-annually as heretofore; but candidates may be admitted at either of the regular examinations, to any of the classes, provided they comply with the terms for admission, as to attendance at the Common Schools, proper age, shall pass the proper examination in the requisites for admission, and an examination also, satisfactory to the Faculty, in the previous studies of the class or department to which they wish to be admitted.

COURSE OF STUDIES.

The course of studies pursued in the Academy are the following, and are at the option of the students, viz. :

A full course with Ancient Languages.

A full course with Modern Languages.

A partial course, embracing any studies less than either of the full courses.

The full course of Ancient Languages comprises Latin, Greek, and any modern language at the option of the student.

The full course of Modern Languages comprises French, German, and Spanish. The order in which they are pursued is at the option of the student on commencing the course.

The partial course of languages comprises any language or languages, at the option of the student, either as pursued in the full course or in a special course of one year, intended for such students as may have immediate occasion for the use of any of the above-named languages.

The time allotted to the study of each language is laid down in the following schedule, which exhibits the number of recitations per week for each class and term of the Academic year :

MODERN COURSE.

	INTRODUCTORY.		FRESHMAN.		SOPHOMORE.		JUNIOR.		SENIOR.	
	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.
Either French,	5	5	3	2	2	2	..	..	..	..
German, or	..	..	2	3	3	2	4	..	..	..
Spanish,	..	..	..	..	..	..	..	2	5	5

ANCIENT COURSE.

	INTRODUCTORY.		FRESHMAN.		SOPHOMORE.		JUNIOR.		SENIOR.	
	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.
Latin.....	5	5	3	2	2	2	2	1	Latin or Greek once a week.	
Greek.....	..	..	2	3	3	2	2	1		
Any Modern Lan- guage at option.	..	..	..	..	..	..	..	..	4	4

The choice of each student as to the course of studies he wishes to pursue, must be made in writing at the time of his admission, and registered and filed at the Academy. It must be made by the parent or guardian, or by the parent or guardian be submitted in writing to the discretion of the Faculty.

The classes are annual, and the full course of studies embraces five years, of two terms each.

DEGREES

The Board of Education is authorized by law to confer the usual Collegiate Degrees, on the recommendation of the Faculty. The degrees are *Bachelor of Arts*, for those who have pursued a full course with ancient languages; *Bachelor of Sciences*, for those who have pursued a full course with modern languages, and the degree of *Master of Arts* and *Master of Sciences*.

The Faculty recommend no one as a candidate for either degree whose average standing in any study of the Senior year has fallen below three-fifths of the maximum. Each member of the graduating class is required to write a composition for oral delivery, to be sent in one week before Commencement. Orations and dissertations written for this occasion are not to exceed ten minutes each in length, with the exception of the Valedictory, Salutatory, and Philosophical Orations, which may be extended to twelve minutes.

A Bachelor of Arts, or of Sciences, of three years' standing, may be admitted to the degree of *Master of Arts*, or to that of *Master of Sciences*, provided he show, to the satisfaction of the Faculty, that in the interval he has been engaged in some literary or scientific pursuit, and has sustained a good moral character; application to be made either personally or by letter, at least one month before Commencement, accompanied by an original paper on any subject, and certified under his own hand to be his own composition, written within six months before his application.

LIBRARY.

The Library contains a large collection of valuable and well-selected books, and is increasing by the additions being made to it, from time to time, from funds appropriated by the Regents of the University of the State of New York, from the Literature Fund, and from donations and bequests by private citizens.

Students of the Senior, Junior, Sophomore, and Freshmen classes are allowed to draw books from the Library on alternate Fridays during term time, under certain conditions. Those who do not obtain *two-thirds* of the maximum, have received any demerit marks for misconduct, or have not been punctual in their attendance, are not entitled to the privileges of the Library.

The Professors and Tutors have access to the Library at all times, and

enjoy the right of taking books therefrom, under certain restrictions; and also the privilege of consulting the books in the Library, at all hours of the daily session of the Academy, on application to the Librarian. No books can be taken from the Library, *under any pretence whatever, by any person*, without the authority of the Librarian, and every book so taken is recorded in a register provided for that purpose.

No Library book is allowed to be retained by any instructor or student for a longer period than two weeks, without renewal.

Penalties are attached for defacing, mutilating, or losing books.

All books, whether Library books, books of reference, or text-books, delivered to any instructor or student, constitutes a charge against him of the cost of the book, to be paid for by him unless it be returned in good condition, or its loss or injury satisfactorily accounted for to the Librarian; *and in case of a student, unless it be paid for, or replaced without delay, he is liable to be dismissed from the Academy.* In cases of carelessness, and wanton injury of the books, punishment may be inflicted in addition to reparation.

It is believed that in a few years the Academy will possess one of the most valuable college Libraries in the State. It contains many works which probably can be found in but few even of our public Libraries. The works are mostly of a scientific and general character, and it contains a very limited number of works of a light and ephemeral character. In selecting books for the Library, particular reference is had to the wants both of the Instructors and Students.

MEDALS AND TESTIMONIALS.

The Pell Medal.

In 1849, Duncan C. Pell, Esq., placed in the hands of Trustees \$500 to be invested, and the income to be applied annually, forever, to procure a gold medal, to be awarded by them to the student in the Free Academy who shall have made the greatest proficiency in his general studies during the year.

In 1856, the above-named donor, by a deed of trust, authorized the Trustees of the said Fund, if to them it should be deemed expedient, to devote a portion of the income of the Fund invested in procuring a *silver medal*, to be awarded, from time to time, to such student as might become entitled thereto.

Present Trustees of the Fund.

RICHARD WARREN, Esq.
HORACE WEBSTER, LL.D.
SHEPHERD KNAPP, Esq.

The Burr Medal.

In 1850, Edwin Burr, Esq., created a similar trust for a gold medal, to be awarded annually, forever, to the best mathematician in the highest class in the Free Academy.

In 1856, a similar trust was created for procuring a silver medal, to be awarded upon the same terms as the above.

Present Trustees of the Fund.

HORACE WEBSTER, LL.D.
ERASTUS C. BENEDICT, Esq.
ABRAHAM V. WILLIAMS, Esq.,

The Cromwell Medal.

In 1850, Charles T. Cromwell, Esq., created a similar trust for a gold medal, to be awarded by the trustees annually, forever, to the best scholar in History and Belles-Lettres in the Free Academy.

In 1856, a similar trust was created for procuring a silver medal, to be awarded upon the same terms and conditions as the foregoing.

Present Trustees of the Fund.

HORACE WEBSTER, LL.D.
CHARLES EDWARD ANTHON, A.M.
ERASTUS C. BENEDICT, Esq.

Ward Medals.

In 1853, Augustus H. Ward, by a deed of trust to the Executive Committee and the Principal of the Free Academy, and their successors in office, established the Ward Medals, viz.: twenty Bronze Medals, to be awarded, annually, at the Commencement, one for each of the subjects mentioned, to the student who shall have made the greatest proficiency therein, provided he shall have regularly pursued such study for not less than two months of the Academic year then closing—a student gaining one medal not to be precluded from obtaining others at the same or subsequent examinations.

No.	Subject to be engraved on the Medal.	No.	Subject to be engraved on the Medal.
A.	Chemistry.	K.	German.
B.	History, Natural.	L.	Oratory.
C.	Philosophy, “	M.	Composition.
D.	Philosophy, Moral.	N.	Logic.
E.	Law.	O.	Geography, &c.
F.	English.	P.	History.
G.	Greek.	Q.	Drawing.
H.	Latin.	R.	Algebra and Geometry.
I.	French.	S.	Engineering.
J.	Spanish.	T.	Hygiene.

Present Trustees of the Ward Medals.

ABRAHAM V. WILLIAMS, M.D.	WILLIAM BLOOMFIELD, Esq.
LAFAYETTE RANNEY, M.D.	HUGH G. CROZIER, Esq.
JAMES M. TUTHILL, Esq.	WILLIAM E. CURTIS, Esq.
ROBERT A. ADAMS, Esq.	HORACE WEBSTER, LL.D.

AWARD OF MEDALS AND PRIZES,

AT COMMENCEMENT, JULY, 1859.

The Annual Award of Medals and prizes, at the Commencement of the Free Academy, July 19th, 1859, was made upon the terms and conditions heretofore mentioned, and was as follows, viz.:

The Pell Medal.

First Prize, Gold Medal.

TO GILBERT MOLLESON ELLIOTT, of the Sophomore Class.

Second Prize, Silver Medal.

TO CHARLES LELAND BALCH, of the Junior Class.

Third Prize, Silver Medal.

TO TOWNSEND WANDELL, of the Introductory Class.

Fourth Prize, Silver Medal.

TO EDWARD FRANCIS YOUNG, of the Junior Class.

The Burr Medal.

First Prize, Gold Medal.

TO DAVID PARKS FACKLER, of the Senior Class.

Second Prize, Silver Medal.

TO FITZGERALD TISDALL, of the Senior Class.

The Cromwell Medal.

First Prize, Gold Medal.

To GILBERT MOLLESON ELLIOTT, of the Sophomore Class.

The Ward Medals.

For Chemistry,	To Simon Frazer Mackie, Senior Class.
" Natural History,	" Townsend Wandell, Introductory Class.
" Natural Philosophy,	" Charles Leland Balch, Junior Class.
" Moral Philosophy,	" Edward Augustus Wood, Senior Class.
" Law,	" John Perrin Appleton, Senior Class.
" English,	" Edward Francis Young, Junior Class.
" Greek,	" James Charles Fitzpatrick, Senior Class.
" Latin,	" Richmond Bullock Elliott, Senior Class.
" French,	" William Henry Sanger, Sophomore Class.
" Spanish,	" Dennis Francis Sullivan, Senior Class.
" German,	" John Perrin Appleton, Senior Class.
" Oratory,	" Gardiner Sherman, Senior Class.
" Composition,	" Edward Augustus Wood, Senior Class.
" Logic,	" George Alexander Black, Junior Class.
" Astronomy,	" Frederick Rawolle, Junior Class.
" History,	" Robert Orr, Sophomore Class.
" Drawing,	" Edward Willoughby Anderson, Soph. Class.
" Algebra and Geometry,	" Townsend Wandell, Introductory Class.
" Engineering,	" Solomon Israel Woolf, Senior Class.
" Hygiene,	" Edward Willoughby Anderson, Soph. Class.

MONEY PRIZES—1859.

At the close of the Academic year, July, 1859, Augustus H. Ward, Esq., a liberal and public spirited gentleman of this city, having again provided the necessary funds, money prizes were awarded on the following conditions :

1. A prize of five dollars to every student receiving one medal.
2. A prize of twenty dollars to the student receiving the second highest number of medals, in addition to prize No. 1.
3. A prize of one hundred dollars to the student receiving the highest number of medals, in addition to prize No. 1.

Two or more students becoming entitled to the two highest prizes, the same to be divided equally between them.

And, in pursuance of said provisions, prizes were awarded as follows :

No student having obtained the highest prize, it was distributed to the following, they having obtained two medals each :

To JOHN PERRIN APPLETON, Senior Class.

“ EDWARD WILLOUGHBY ANDERSON, Sophomore Class.

“ EDWARD AUGUSTUS WOOD, Senior Class.

“ GILBERT MOLLESON ELLIOTT, Sophomore Class.

“ TOWNSEND WANDELL, Introductory Class.

No student having obtained the second highest prize, it was distributed to the following, they having obtained one medal each :

To SIMON FRAZER MACKIE, Senior Class.

“ CHARLES LELAND BALCH, Junior Class.

“ JAMES CHARLES FITZPATRICK, Senior Class.

“ RICHARD BULLOCK ELLIOTT, Senior Class.

“ WILLIAM HENRY SANGER, Sophomore Class.

- To EDWARD FRANCIS YOUNG, Junior Class.
 " DENNIS FRANCIS SULLIVAN, Senior Class.
 " GEORGE ALEXANDER BLACK, Junior Class.
 " FREDERICK RAWOLLE, Junior Class.
 " ROBERT ORR, Scphomore Class.
 " SOLOMON ISRAEL WOOLF, Senior Class.
 " DAVID PARKS FACKLER, Senior Class.

PRIZES FOR DECLAMATION—1859.

Prose.

The Annual "PRIZE OF THE PRESIDENT OF THE BOARD OF EDUCATION," for excellence in *Public Speaking*, was awarded by the Committee on Prize Speaking,

To MELATIAH EVERETT DWIGHT, of the Junior Class, a copy of Irving's *Life of Washington*, in 5 vols.

Poetry.

The Annual "PRIZE TO THE BEST DECLAIMER OF A SELECTED POEM," was awarded by the Committee on Prize Speaking,

To ROWLAND CONNOR, of the Junior Class, a copy of Coppée's *Gallery of English and American Poets*.

PRIZE FOR TRANSLATION FROM FRENCH.

The Annual Prize for the best translation from the French into English, was awarded,

To EVANDER CHILDS, Jr. of the Sophomore Class, a copy of Bossuet's *Discourse on Universal History*.

ANNUAL PRIZES FOR PROFICIENCY IN FRENCH.

The Annual Prize of the "PROPRIETORS OF THE COURIER DES ETATS-UNIS," was awarded,

FIRST PRIZE:

To **AUGUSTUS JOSEPH VUARCHON**, of the *Freshman Class*.

SECOND PRIZE:

To **DANIEL JACKSON**, of the *Introductory Class*.

PRESENTATIONS, TESTIMONIALS, ETC.

A **MICROSCOPE** was presented to **ADOLPH LEWIS SANCHEZ**, of the *Freshman Class*, by Prof. R. O. Doremus, of the *Free Academy*, for the best notes of his Lectures, on the *Physiology of Plants*.

MONTIMER CHARLES MANNING, of the *Graduating Class*, received the Commendation of the Faculty, for excellence in Study during the *senior* year, he being the highest on the Merit Roll of the last term.

LOCKWOOD DE FOREST WOODRUFF, of the *Graduating Class*, was presented by Prof. John J. Owen, of the *Free Academy*, with copies of Owen's *Homer's Iliad and Odyssey*, for Proficiency in his *Classical Studies*.

ARNOLD TANZER, of the *Graduating Class*, was presented by Prof. J. Roemer, of the *Free Academy*, with a copy of Chateaubriand's *Atala*, for proficiency in French.

BENJAMIN ELLIS MARTIN, of the *Graduating Class*, having pursued a partial course of studies, received an *Honorary Testimonial*.

DEGREES CONFERRED—July, 1859.

GRADUATING CLASS.

Bachelors of Art.

Appleton, John Perrin,
 Boarer, James,
 Dresser, Horace Erastus,
 Elliott, Richmond Bullock,
 Fackler, David Parks,
 Fitzpatrick, James Charles,
 Gardner, Asa Bird,
 Gilley, Franklin William, Jr.
 Howland, Elijah Alvord,
 Hudson, William Fiske,
 Ireland, Oscar Brown,
 Knox, James,
 Lozier, Abraham Witton,

Macker, Simon Fraser,
 Mau, William,
 Quinn, William Bernard,
 Sanders, Reid,
 Seaman, James Alfred,
 Sherman, Gardiner,
 Sullivan, Dennis Francis,
 Sutton, John Joseph,
 Tanzer, Arnold,
 Tisdall, Fitzgerald,
 Wood, Edward Augustus,
 Woodruff, Lockwood De Forest,
 Woolf, Solomon Israel.

Bachelors of Science.

Carolin, John Aloysius,

Merritt, Mortimer Charles,
 Southworth, Joseph, Jr.

Honory Testimonial.

Martin, Benjamin Ellis.

ALUMNI.

Masters of Art.

Howe, John, Jr.,
 Jasper, John, Jr.,
 Jessop, Samuel S.,
 McMullen, Arthur,
 Pinckney, Howard,

Pratt, Charles Henry,
 Ranney, Julius Harris,
 Rising, Franklin Samuel,
 Searle, Dayton Wyckoff,
 Wheeler, Everett Pepperell.

ALUMNI OF THE FREE ACADEMY.

B A C H E L O R S .

Class of 1853.

Birdsall, George Woodbridge,	Hardy, John,
Brant, James Randolph,	Holt, Charles Lorin,
Clark, George Lewis,	Hubbell, Charles Wheeler,
Compton, Alfred George,	Rayner, Benjamin Stuart,
Corwin, Edward Tanjore,	Seligman, Isaac,
Donahue, John Henry,	Sparrow, George,
Gray, Giles Hubbard,	Steers, James Rich,
Grout, Thomas Jefferson,	Ward, Elijah,
Wightman, James Stillman.	

Class of 1854.

Anderson, Joseph,	Little, James Andrew, Jr.,
Belfour, Edward,	Moulton, Francis Depau,
Cruikshank, William,	Nixon, George,
Denny, John Tappan,	Post, George Edward,
Donahue, James Michael,	Velsor, Joseph Alexander,
Douglass, Eugene,	Walsh, De Witt Clinton,
Duncan, Peter Hopkins,	Weir, Robert Fulton,
Forbes, John McLachlan,	White, Charles Belden,
Gray, William Neill,	White, George,
Kimball, Rodney Glentworth.	Wightman, Edward King.

Class of 1855.

Abel, William Henry,	Bayles, Lewis Condict,
Adams, William Menzies,	Brinderhoff, Walter,
Allendorff, Charles Wesley,	Church, Elihu Dwight,
Alvord, Alwin Alonzo,	Cole, William Madison,
Babcock, Hamlin,	Daly, Charles,
Baldwin, Simeon, Jr.,	De Camp, William Henry,
Fernandez, Luis,	Macfarlane, Hugh, Jr.,
Gardner, Andrew Jackson,	Mason, Francis Asbury,

Grant, James Henderson,
 Greenfield, George Jackson,
 Hayes, Charles Gregory,
 House, Samuel Boardman,
 Jessop, Samuel,
 Keyser, Robert Blair,
 Kimball, Warren Woods,
 Lee, Benjamin Franklin, Jr.,

Mason, James Weir,
 Post, Henry Albertson,
 Raymond, Russell,
 Rowell, Alfred,
 Saunders, Thorndyke Freeman,
 Searle, Dayton Wyckoff,
 Wight, Peter Bonnett,
 Wightman, Charles Stephen.

Class of 1856.

Baker, Colgate,
 Davis, Henry, Jr.,
 Hatfield, Robert Frank,
 Howe, John, Jr.,
 Jasper, John, Jr.,
 Keynon, John,
 Leeds, Frederick Augustus,
 McMullen, Arthur,
 McMullen, Francis,
 Muller, Adrian Herman, Jr.,

Pinkney, Howard,
 Pratt, Charles Henry,
 Ranney, Julius Harris,
 Rising, Franklin Samuel,
 Sherman, Henry,
 Sturgis, Russell, Jr.,
 Van Buren, James Lyman,
 Walker, Aldace Atwood,
 Ward, John Edward,
 Wheeler Everett Pepperell.

Class of 1857.

Abbe, Cleveland,
 Babcock, Jared Starr,
 Banning, Wells Tanner,
 Bell, Joseph William,
 Bloomfield, Smith,
 Brush, Charles Theodore,
 Church, James Austin,
 Denman, William Miller,
 Fanning, David Green,
 Fiske, Samuel Nelson,

Hawse, George Elias,
 Jelliffe, S. Gould Raymond,
 Kitchel, Charles Henry,
 McMullen, Patrick,
 Maxwell, Samuel, Jr.,
 Myers, Oscar,
 Roberts, John Sinclair,
 Solomon, Nathan,
 Van Deusen, Sylvester,
 Van Sicken, George West,

Werner, Adolph.

Class of 1858.

Banks, William Mellen,
 Beneville, Emil Jean,
 Blake, Theodore Augustus,

Kursheedt, Manuel Augustus,
 McKee, Thomas Jefferson,
 Moriarty, Henry Edward,

Childs, Frederick Augustus,
Clark, John,
Crowther, Thomas,
Ely, John Andrews,
Godwin, James,
Hallock, William Kingsland,
James, Charles Arthur,
Ketchum, Alexander Phoenix,
Kirkland, William,

Pettigrew, John Fisher,
Plyer, Charles Whiting,
Pullman, John Wesley,
Sands, Walter Seabury,
Sloan, Henry King,
Sturges, Peter Demarest,
Tompkins, Elliott Dunham,
Utter, George Spencer,
Vehalage, Henry, Jr.,

Whittemore, Samuel.

Class of 1859.

Appleton, John Perrin,
Boarer, James,
Carolin, John Aloysius,
Dresser, Horace Erastus,
Elliott, Richmond Bullock,
Fackler, David Parks,
Fitzpatrick, James Charles,
Gardner, Asa Bird,
Gilley, Franklin William,
Howland, Elijah Alvord,
Hudson, William Fiske,
Ireland, Oscar Brown,
Knox, James,
Lozier, Abraham Witton,
Mackie, Simon Fraser,

Man, William,
*Martin, Benjamin Ellis,
Merritt, Mortimer Charles,
Quin, William Bernard,
Sanders, Reid,
Seaman, James Alfred,
Sherman, Gardiner,
Southworth, Joseph,
Sullivan, Dennis Francis,
Sutton, John Joseph,
Tanzer, Arnold,
Tisdall, Fitzgerald,
Wood, Edward Augustus,
Woodruff, Lockwood De Forest,
Woolf, Solomon Israel.

MASTERS.

1856.

Clark, George,
Compton, Alfred George,
Gray, Alfred George,
Grout, Thomas Jefferson,

Hardy, John,
Hubbell, Charles Wheeler,
Rayner, Benjamin Stuart,
Sparrow, George.

* Having pursued a partial course and received honorable testimonials.

1857.

Anderson, Joseph,
 Belfour, Edmund,
 Corwin, Edward Tanjore,
 Douglass, Eugene,
 Forbes, John McLachlan,
 Kimball, Rodney Glentworth,
 Little, James Andrew, Jr.,

Nixon, George,
 Post, George Edward,
 Ward, Elijah,
 Weir, Robert Fulton,
 White, Charles Belden,
 White, George,
 Wightman, Edward King.

1858.

Abel, William Henry,
 Adams, William Menzies,
 Alvord, Alwin Alonzo,
 Babcock, Hamlin,
 Bayles, Lewis Condict,
 Church, Elihu Dwight,
 Cole, William Madison,
 Daly, Charles,

De Camp, William Henry,
 Donahue, Michael James,
 Duncan, Peter Hopkins,
 Greenfield, George Jackson,
 House, Samuel Boardman,
 Mason, James Weir,
 Post, Henry, Albertson,
 Raymond, Russell,

Saunders, Thorndyke Freeman.

1859.

Howe, John, Jr.,
 Jasper, John, Jr.,
 Jessop, Samuel S.,
 McMullen, Arthur,
 Pinkney, Howard,

Pratt, Charles Henry,
 Ranney, Julius Harris,
 Rising, Franklin Samuel,
 Searle, Dayton Wyckoff,
 Wheeler, Everett Pepperell.

RESIDENT GRADUATES—1858-9.

Beneville, Emil John,
 Blake, Theodore Augustus,
 Clark, John,
 Childs, Augustus Frederick,
 Hallock, William Kingsland,

Hawes, George Elias,
 Pettigrew, John Fisher,
 Pullman, John Wesley,
 Sands, Walter Seabury,
 Sloan, Henry King,

Tompkins, Elliott Dunham.

EXAMINATION FOR ADVANCEMENT.

February, 1859.

The examination of students for advancement, first Academic term, (from February 1st to 10th, inclusive,) was conducted in accordance with the rules of the Board of Education, and to which reference has been made and resulted as follows:

The Senior Class consisted of 80 students, all of whom were advanced.

The Junior Class consisted of 49 students, all of whom were advanced.

The Sophomore Class consisted of 84 students, all of whom were advanced.

The Freshman Class consisted of 119 students, all of whom were advanced.

The Introductory Class consisted of 328 students, all of whom were advanced.

July, 1859.

The examination of students for advancement, second Academic term, (from June 29th to July 8th, inclusive,) was conducted in the same manner as the previous examination, and the following is the result, viz.:

The Senior Class consisted of 30 students, all of whom were graduated.

The Junior Class consisted of 47 students, of whom 46 were advanced and 1 not advanced.

The Sophomore Class consisted of 73 students, of whom 64 were advanced, and 9 were not advanced.

The Freshman Class consisted of 99 students, of whom 65 were advanced, and 34 were not advanced.

The Introductory Class consisted of 273 students, of whom 170 were advanced, and 103 were not advanced.

EXAMINATION FOR ADMISSION.

July, 1859.

The examination for admission to the Free Academy commenced July 14th, and ended July 16th, 1859.

Three hundred and seventy-six candidates were presented for examination, from the Grammar Schools of the City, of whom

There were admitted.....	325
And there were rejected.....	51
	<hr/>
Total	376

Of those admitted at said examination, one hundred and fifty-four (154) chose the study of the Ancient Languages, and one hundred and seventy-one (171) chose the study of the Modern Languages.

SCHEDULE I. shows the number of students admitted and rejected from each school, at each examination, from the organization of the Academy, in 1840, to date.

SCHEDULE II. shows the number of students examined, admitted, and rejected; the number of those who chose the Ancient and Modern Languages; the average age of the students, and the average time spent in the Public Schools, for each term.

SCHEDULE III. shows the number of students admitted to the Introductory Class at the February examination, 1859; their respective ages, &c.

SCHEDULE IV. is a list of the names of the students admitted to the Introductory Class, July, 1859; their respective ages; the time in Public Schools; also, the names of their parents or guardians, together with their occupations and residences.

RECAPITULATION.

Date.	Admitted.	Rejected.	Total.
February, 1849,	143	129	272
July, "	58	78	136
February, 1850,	52	74	126
July, "	81	38	119
January, 1851,	105	53	158
July, "	130	65	195
January, 1852,	130	69	199
July, "	131	126	257
July, 1853,	160	4	164
July, 1854,	173	14	187
July, 1855,	323	42	365
July, 1856,	376	58	433
July, 1857,	329	34	363
July, 1858,	347	32	379
July, 1859,	325	51	376
Total,	2,762	867	3,629

SCHEDULE II.

Showing the Number of Applicants for Admission to the Free Academy who were Examined, Rejected, and Admitted; the Number of Students who chose the Ancient and Modern Languages; and also the average Age of the Students admitted, and the average time spent in the Ward Schools, for each Term.

TERM.	Examined.	Rejected.	Admitted.	Chose Ancient Languages.	Chose Modern Languages.	Average Age.			Average Time of Attendance in Common Schools.		
						T.	M.	D.	T.	M.	D.
February, 1849,	272	129	143	96	47	13	10	4	3	2	15
July, "	136	78	58	50	3	14	3	5	3	3	0
February, 1850,	126	74	52	37	15	14	0	0	2	10	0
July, "	119	38	81	60	21	14	0	18	2	10	3
January, 1851,	158	53	105	78	27	13	0	6	2	4	16
July, "	195	65	130	161	29	14	0	6	2	7	7
January, 1852,	199	69	130	96	34	13	11	15	2	4	6
July, "	257	126	131	80	51	18	10	0	2	3	11
July, 1853,	164	4	160	110	50	14	3	8	3	4	27
July, 1854,	187	14	173	123	50	13	7	12	3	2	23
July, 1855,	365	42	323	200	123	14	3	10	3	3	29
July, 1856,	433	58	376	197	178	14	4	28	3	6	4
July, 1857,	363	34	329	144	85	15	0	21	2	50	6
July, 1858,	379	32	347	187	161	14	7	9	3	2	5
July, 1859,	376	51	325	164	171	15	4	15	3	4	27
Total,	3,629	867	2,762	1,712	1,050	14	2	22	2	11	23

SCHEDULE III.

*Containing a List of Students admitted to the Introductory Class,
February 1859.*

Names.	Age.			Time in School.			Names of Parents or Guardian.
	Y.	M.	D.	Y.	M.	D.	
Ferrier, Thomas, Jr.....	15	6	0	2	2	0	Thomas Ferrier.
Ferrier, William Walker...	17	0	0	2	2	0	Thomas Ferrier.
Wolff, Aaron, Jr.....	15	0	0	1	0	0	Aaron Wolff

SCHEDULE IV.

Containing a list of the Names of Students admitted to the Introductory Class, July, 1859 ; their respective ages, the time in Public Schools, the Names and Occupation of their Parents or Guardians, with their Residences.

Number.	Examination Number.	PUPILS.				PARENTS OR GUARDIANS.		
		NAMES.	Age.		School No.	Time in Public Schools.		RESIDENCES.
			Y.	M.		Y.	M.	
1	89	Abbott, John N. McLeod	14	10	45	3	11	No. 121 West 27th street.
2	319	Ackerman, Gunther	14	11	35	1	4	No. 737 Broadway.
3	304	Adams, Chas. Didera	14	11	35	2	7	No. 815 Broadway.
4	172	Ahearne, Matthew	16	4	17	3	4	No. 262 West 24th street.
5	375	Aiton, Robert	14	9	17	3	0	No. 520 Ninth avenue.
6	291	Albertson, Edmund	14	2	28	1	2	No. 140 West 49th street.
7	267	Allen, William Oscar	15	10	39	5	9	Cor. 109th st. & 2d avenue.
8	228	Amery, John	17	6	41	1	0	No. 223 Sullivan street.
9	265	Amory, James Walter	18	11	17	4	0	No. 141 East 80th street.
10	248	Appleton, Michael	14	3	42	2	11	No. 121 Clinton street.
11	39	Bachrach, Martin	14	5	40	5	2	No. 294 Second avenue.
12	284	Baker, Jacob Salter	14	11	42	2	7	No. 40 West 29th street.
13	368	Baldwin, George Taylor	16	5	20	3	10	No. 31 Second street.
14	214	Barker, Joseph Dubrow	14	9	49	1	8	No. 41 East 85th street.
15	8	Baum, Isaac	15	0	4	4	9	No. 269 Third street.
16	85	Bettman, Marcus	14	3	40	1	0	No. 278 Tenth street.
17	42	Betta, John McEwen	14	10	40	8	1	No. 176 Bowery.
18	351	Birdseye, Geo. W. Pratt	14	10	20	1	8	No. 873 Broome street.
19	88	Blakeman, Caldwell R.	15	0	35	4	0	No. 22 Brevoort Pl. (10th st)
20	260	Bonsall, Robert	14	5	35	1	8	No. 7 Charlton st.
		Eliza Abbott,						No occupation given,
		Louisa J. Ackerman,						Millinery,
		Peter C. Adams,						Patent Medicines,
		M. Ahearne,						Counsellor-at-Law,
		Thomas Aiton,						Mallster,
		William H. Albutson,						Shipping Merchant,
		Joseph Allen,						Cooper,
		James Amery,						Merchant Tailor,
		Peter B. Amory,						Broker,
		Lewis Appleton,						Distiller,
		Samuel Bachrach,						Merchant,
		Garness E. Clerk,						Clerk,
		James Baldwin,						Carriage Maker,
		Thomas T. Barker,						Oil Merchant,
		Isaac Baum,						Bookbinder,
		Herman Bernheimer,						Merchant,
		John C. Betts,						Furnishing Store,
		Charles D. Birdseye,						Physician,
		William N. Blakeman,						Physician,
		R. W. S. Bonsall,						Exchange Broker,

21	12	Brinkerhoff, Chas. H.	15	8	44	6	11	James J. Brinkerhoff,	Accountant,	No. 200 West 15th street.
22	373	Brookes, Horace Joshua	14	8	35	3	8	Alfred Brookes,	No occupation given,	No. 226 Thompson street.
23	254	Brown, Abraham	14	11	45	4	5	Abraham Brown,	Stage Proprietor,	No. 245 West 34th street.
24	313	Brown, Chas. De Costa, Jr.	14	8	35	1	11	Charles De C. Brown,	Dentist,	No. 70 Amity street.
25	23	Bredenback, Charles	15	2	28	3	5	Peter Bredenback,	Tinsmith,	No. 184 Fiftieth street.
26	128	Burrell, Philip Ware	14	10	44	6	2	John Burrell,	Clerk,	No. 665 Greenwich street.
27	179	Burtneke, Hamilton F.	15	5	14	1	7	David H. Burtneke,	Physician,	No. 12 Phelps' Pl (E. 30th st)
28	314	Bylandt, John Edward	16	2	35	1	9	John J. Bylandt,	Insurance,	No. 127 East 24th street.
29	270	Cahill, Samuel	14	2	38	3	8	John Cahill,	Mason,	120th st., bet. 2d & 3d av.
30	215	Calvert, John Thomas	14	10	45	3	7	John Calvert,	Mason,	No. 175 West 28th street.
31	65	Cameron, John Spencer	14	5	11	1	6	John Cameron,	No occupation given,	No. 294 West 22d street.
32	140	Campbell, George	15	3	49	1	0	Eli Campbell,	Commission Merchant,	No. 112 East 40th street.
33	236	Candler, James, Jr.,	14	5	14	3	6	James Candler,	Ship Carpenter,	No. 431 First avenue.
34	198	Carmody, Charles B.	14	3	44	4	0	James Carmody,	Storekeeper,	No. 63 Fulton street.
35	237	Carr, Thomas	15	10	34	2	5	Peter Carr,	Driver,	No. 316 Henry street.
36	17	Chatillon, John Peter	15	5	11	4	11	John Chatillon,	Scale Manufacturer,	No. 54 Amity street.
37	77	Clarkson, John Abtott	14	8	44	3	0	Isaac W. Clarkson,	Commission Merchant,	No. 644 Sixth avenue.
38	308	Clarkson, Saml. Floyd, Jr	14	0	2	5	10	Samuel F. Clarkson,	Counsellor-at-Law,	No. 53 Henry street.
39	86	Cochran, Robert	14	10	40	2	0	Charles P. Cochran,	Dry Goods Merchant,	No. 4 East 35th street.
40	348	Coddington, Henry K.	13	11	45	1	3	Isaac Coddington,	Druggist,	No. 77 Amity street.
41	372	Colwell, Warren A.	17	8	45	4	11	Lewis Colwell,	Iron Foundry,	No. 307 West 24th street.
42	110	Corris, Joseph	16	4	48	2	0	Edward S. Corris,	No occupation given,	No. 51 West 23d street.
43	111	Coulter, James Robert	14	1	17	5	0	James E. Coulter,	Police Inspector,	47th st. and Ninth avenue.
44	252	Cox, Joseph	14	3	42	1	7	Joseph Cox,	Engineer,	No. 60 Henry street.
45	350	Craft, Henry Gray	14	5	20	2	3	Charles Craft,	Paper Dealer,	No. 107 East 29th street.
46	234	Crane, Benj. Franklin, Jr	14	10	11	1	2	Benj. Franklin Crane,	Civil Engineer,	No. 167 West 37th street.
47	233	Cross, John William	15	5	11	1	8	Anthony Schultz,	Grocer,	No. 125 Seventh avenue.
48	349	Crow, John Charles	14	0	20	1	11	Patric McMahon,	Policeman,	No. 312 Broome street.
49	263	Crowell, Martin Luther	14	5	35	8	0	Martin S. Crowell,	Insurance,	No. 235 West 21st street.
50	127	Cunningham, Samuel H.	14	2	42	5	0	Robert Cunningham,	Keeper City Prison,	No. 120 Suffolk street.
51	290	Curry, David, Jr.	14	9	32	6	9	David Curry,	Bell Ringer,	No. 356 Eighth avenue.
52	43	Davis, Abraham B.	14	4	40	3	0	Elisha Davis,	Clothing Store,	No. 61 St. Mark's Pl. (8th st)
53	124	Davis, Elias David	13	9	22	7	2	Alfred Davis,	Dry Goods Merchant,	No. 66 Avenue D.
54	241	Davis, Walter Treadwell	16	9	34	8	4	Ann Eliza Covert,	No occupation given,	No. 188 Delancy street.
55	37	Dame, William Birdsall	14	7	40	3	5	Moses Dame,	Warden,	No. 79 East 15th street.
56	204	Dean, John Wesley	14	1	17	1	3	Nicholas Dean,	Carpenter,	56th street near 7th av.

Number.	Examination Number.	PUPILS.				PARENTS OR GUARDIANS.		
		NAMES.	Age.		School No.	Time in Public Schools.		NAMES.
			y.	m.		y.	m.	
57	54	De Greck, Otto	13	9	45	3	0	Charles P. De Greck,
58	277	Demarest, Geo. Francis	14	5	38	7	2	William H. Demarest,
59	5	Demarest, William C.	15	0	11	3	9	Peter P. Demarest,
60	177	Denvir, Thos. Jefferson	16	0	17	7	5	Patrick Denvir,
61	235	Deviney, Thos. Francis	14	0	49	1	9	Mark Deviny,
62	57	De Socarraz, Macedonio						Francois de Socarraz y
		y Duque de Estrada	17	0	45	1	1	Socarraz,
63	210	Devine, Thomas	15	5	14	1	8	Mary Devine,
64	231	Devlin, Arthur Bernard	16	0	14	1	9	Bernard Devlin,
65	342	Dimond, John James	13	11	32	1	10	John Dimond,
66	258	Doherty, John R.	14	11	14	1	11	Patrick Doherty,
67	164	Donahue, Daniel	14	1	21	1	8	Michael Donohoe,
68	69	Dougherty, Michael A.	19	4	42	1	0	Charles H. Dougherty,
69	165	Doran, Dennis James	14	7	21	1	3	John Doran,
70	303	Doremus, Eugene F.	15	11	85	2	1	F. J. Doremus,
71	182	Domn, Charles A.	15	3	7	5	11	Jacob Domn,
72	173	Dugan, Charles	14	3	40	4	2	Charles E. Dugan,
73	161	Dugan, William M.	14	8	40	4	0	Mrs. McKeon,
74	155	Dunlap, Samuel, Jr.	15	1	41	6	2	Samuel Dunlap,
75	47	Duryea, Abraham R., Jr.	16	1	2	2	8	Abraham R. Duryea,
76	322	Dyer, William H., Jr.	14	8	42	4	5	William H. Dyer,
77	46	Earle, Joseph Ormsbee	15	0	2	1	10	William H. Earle,
78	230	Edgar, James M., Jr.	14	11	11	4	2	James M. Edgar,
79	15	Edwards, Thomas	16	3	49	1	9	Richard Edwards,
80	221	Ebbets, Geo. Arcularius	16	7	45	2	0	Edward Aug. Ebbets,
81	208	Eldridge, William H.	14	0	17	1	1	Robert N. Eldridge,
								Blackwell's Island.
								No. 14 Grove street.
								No. 295 West 21st street.
								55th st., near 11th avenue.
								No. 447 Fourth avenue.
								No. 111 West 36th street.
								No. 215 East 23d street.
								No. 170 East 36th street.
								No. 72 West 38d street.
								No. 404 Second avenue.
								No. 321 West 28th street.
								No. 236 East Broadway.
								No. 186 East 7th street.
								No. 223 West 24th street.
								No. 113 Essex street.
								No. 289 First avenue.
								No. 163 Avenue B.
								No. 31 Commerce street.
								No. 88 Madison street.
								No. 171 Clinton street.
								No. 157 Allen street.
								No. 263 West 19th street.
								No. 156 39th street.
								No. 9 Boorman Pl. (W 33d st)
								7th Avenue, near 47th street.

82	229	Elwood, Charles Edward	14	8	35	6	8	Matilda Elwood,	Dress Maker,	No. 346 Sixth avenue.
83	280	Fagan, James	15	11	35	1	4	Luke Fagan,	Drover,	No. 210 Waverly Place.
84	257	Fagan, John	14	3	14	1	2	William Fagan,	Coachman,	No. 231 Third avenue.
85	184	Fahrenholz, Henry C.	14	10	7	7	3	Claus H. Fahrenholz,	Grocer,	No. 150 Hester street.
86	170	Farmor, John	17	5	40	7	4	Patrick Farmor,	Carpenter,	No. 378 First avenue.
87	253	Fettretch, Joseph	14	4	14	3	4	William Fettretch,	Builder,	No. 136½ East 32d street.
88	93	Fielding, Henry	15	8	49	3	10	George Fielding,	Coach Maker,	No. 144 East 41st street.
89	96	Fitzsimmons, John	13	2	45	1	0	Philip Fitzsimmons,	Laborer,	No. 109 West 25th street.
90	186	Flammer, Charles A.	14	3	7	3	4	John G. Flammer,	Butcher,	No. 31 Mott street.
91	146	Flanagan, James	14	4	24	2	9	Michael Flanagan,	Tailor,	No. 14 Franklin street.
92	332	Flynn, Benjamin W.	14	4	18	1	8	Catharine M. Flynn,	Matron Alms House,	Blackwell's Island.
93	87	Foster, George H.	14	0	40	1	11	Samuel H. Foster,	Note Broker,	No. 10 East 32d street.
94	24	Frick, Charles	14	3	32	4	2	John Frick,	Machinist,	No. 460 Ninth avenue.
95	261	Fuller, Luther M., Jr.	14	11	41	1	6	Luther M. Fuller,	Grocer & Commission,	No. 71 Macdougall street.
96	63	Gaddis, David	15	0	45	6	6	William Gaddis,	Blacksmith,	No. 139 West 21st street.
97	224	Gallician, Thomas	15	1	17	4	10	Michael Gallician,	Carman,	58th street, near Broadway.
98	153	Giffing, William C.	14	10	35	1	4	James H. Giffing,	Agent,	No. 53 Bank street.
99	226	Gillespie, Benjamin P.	14	8	17	6	1	Charles Gillespie,	No occupation,	No. 499 Ninth avenue.
100	73	Gimbernath, Charles	17	0	45	4	0	Florentine Gimbernath,	Commission Merchant,	No. 27 West 22d street.
101	68	Gimbernath, Theophilus	15	8	45	4	0	Florentine Gimbernath,	Commission Merchant,	No. 27 West 22d street.
102	69	Glassford, John H. N.	15	4	45	2	8	James S. Glassford,	Merchant,	No. 88 West 22d street.
103	326	Goebel, Lewis	19	2	22	1	2	Conrad Goebel,	Tanner,	No. 302 Twelfth street.
104	363	Goldsmith, Henry	13	7	20	4	11	Solomon Goldsmith,	House Agent,	No. 285 Ninth street.
105	142	Gordon, Read, Jr.	14	4	40	1	3	Read Gordon,	Preserves and Pickles,	No. 575 Greenwich street.
106	376	Gilman, Daniel T.	14	0	35	2	8	Chandler R. Gilman,	Physician,	No. 5 East 13th street.
107	222	Gourly, Colin	14	11	45	4	3	William Gourly,	Painter,	No. 485 Sixth avenue.
108	191	Grady, John Thomas	14	8	12	4	3	Patrick Grady,	Produce Dealer,	No. 367 Madison street.
109	160	Graham, David	14	4	40	6	0	Adam Graham,	Bookseller,	No. 194 East 19th street.
110	76	Greenwood, Richd B., Jr.	15	3	44	4	10	Richard B. Greenwood,	Grocer,	No. 81 Irving Place.
111	144	Griffin, William	16	4	24	1	3	Jeremiah Griffin,	Shoemaker,	No. 66 Centre street.
112	162	Hadden, Thomas H. H.	14	11	40	5	0	John Hadden,	No occupation given,	No. 113 East 24th street.
113	802	Hahn, Isaac Henry	14	4	28	4	0	Heyman Hahn,	Tobacco Dealer,	No. 174 West 43d street.
114	2	Hallock, George Garret	14	2	2	1	10	George G. Hallock,	House Agent,	No. 21 Suffolk street.
115	345	Harrington, Elliott G.	15	3	11	0	9	John R. Harrington,	Merchant,	No. 294 West 22d street.
116	91	Harrison, Jacob B.	15	11	35	1	11	Sarah B. Harrison,	No occupation,	No. 82 East 22d street.
117	339	Harrison, William G.	13	10	35	2	0	Sarah B. Harrison,	No occupation,	No. 82 East 22d street.

144	218	Hunt, Henry Clay,	15	6	45	3	3	Simon B. Hunt,	Merchant,	No. 278 West 24th street.
145	101	Irvine, John,	15	6	45	1	10	William Irvine,	Coachman,	No. 222 West 21st street.
146	67	Izquierdo, Baldomero,	16	0	45	2	0	F. C. Izquierdo,	Commission Mercht.,	No. 118 West 10th street.
147	215	Jacobs, Ephraim A.,	14	8	35	8	0	Julius Jacobs,	No occupation,	No. 133 West 21st street.
148	298	Jasper, Robt. Thompson,	14	0	9	7	1	John Jasper,	Grocer,	7th Avenue and Broadway.
149	289	Jenkins, William Joseph,	14	10	32	1	3	Matthew Jenkins,	Carpenter,	No. 277 West 33d street.
150	82	Jennings, George Porter,	14	4	37	3	10	George W. Jennings,	Tailor,	Eighty-second street.
151	320	Jentz, Otto Frederick,	15	4	42	2	2	Frederick Jentz,	Physician,	No. 395 Houston street.
152	95	Johnson, Willoughby W.,	16	6	40	1	0	John H. Johnson,	Hatter,	No. 348 Ninth avenue.
153	74	Jones, David Gower,	16	3	45	4	4	Jonathan J. Jones,	Dry Goods,	No. 179 East 21st street.
154	70	Jones, George Albert,	15	0	45	1	0	Reuben H. Jones,	Accountant,	No. 132 West 25th street.
155	300	Joyce, Charles Augustus,	15	7	35	4	10	Samuel Joyce,	Tailor,	No. 118 East 17th street.
156	251	Kamm, Fred. William M.,	15	0	42	3	10	Frederick Kamm,	Clerk,	No. 38 Essex street.
157	212	Kehr, William Frederick,	14	1	2	5	3	William Kehr,	Tailor,	No. 40 City Hall Place.
158	317	Kelsch, George Francis,	15	6	42	3	9	Marx Kelsch,	Tobacconist,	No. 121 Bowery.
159	71	Kent, John Terry,	15	3	44	3	0	Edward N. Kent,	U. S. Assay Office,	No. 157 West 14th street.
160	8	Keresey, John Joseph,	15	7	15	5	5	Mary Keresey,	No occupation,	No. 96 Seventh street.
161	181	Ketchum, Charles L.,	18	3	7	1	11	William H. Ketchum,	U. S. Army,	No. 241 East Broadway.
162	103	King, William A.,	14	1	32	2	4	A. W. King,	Physician,	No. 225 West 35th street.
163	302	King, William H.,	13	7	20	7	8	Henry S. King,	Painter,	No. 170 Rivington street.
164	10	Kingsland, Isaac S.,	14	8	31	3	0	Edmund W. Kingsland,	City Officer,	No. 180 West 23d street.
165	45	Kircheis, Louis Philip,	14	3	40	2	1	Frederick Kircheis,	Real Estate Agent,	No. 307 Ninth street.
166	123	Koch, Louis Philip,	13	9	42	1	11	Philip Koch,	Tailor,	No. 263 Broome street.
167	126	Kursheedt, Frederick A.,	14	0	35	1	10	Arthur Kursheedt,	Importer,	No. 40 West Washington Pl.
168	7	Labrie, Geo. Washington,	15	4	14	2	11	Peter Labrie,	Oyster Dealer,	No. 336 Third avenue.
169	361	Lacour, John Wesley,	15	8	20	1	7	John V. Lacour,	Painter,	No. 183 Stanton street.
170	249	Laderer, Samuel Leopold,	14	4	42	4	4	Leopold Laderer,	Grocer,	No. 386 Eighth avenue.
171	105	Lane, Dennis,	15	3	9	4	5	John Lane,	Laborer,	Fourth Av., and 9th street.
172	116	La Rue, Joseph M.,	15	1	33	5	4	John McCallum,	Stage Proprietor,	No. 458 Canal street.
173	273	Lauterback, Edward,	15	0	41	5	4	Solon Lauterback,	Shoemaker,	No. 356 Bleecker street.
174	97	Lawrence, Irvine G.,	16	2	35	1	4	Isaac A. Lawrence,	Surveyor,	No. 124 West 22d street.
175	328	Lawrence, Isaac M.,	14	9	22	1	2	Enoch Lawrence,	Japanner,	No. 8 Manhattan street.
176	135	Lecomte, Vincent,	16	3	41	3	2	Vincent N. Lecomte,	Painting,	No. 236 Greenwich st.
7	366	Leeds, Chas. Armstrong,	15	5	20	1	0	James H. Leeds,	Commission Mercht.,	No. 111 West 25th street.
	357	Leonard, John Henry,	14	11	19	2	3	Thomas Leonard,	Mason,	No. 280 First avenue.
	22	Leyintrill, David	14	8	4	2	8	George M. Leventrill,	Importer,	No. 154 East 14th street.

206	75	Meeks, Eugene	6	3	35	4	0	John Meeks,	Cabinet Maker,	No. 120 Madison avenue.
207	59	Merritt, Austin Burr	14	5	42	4	6	Leonard Merritt,	Engineer,	No. 261 Madison street.
208	104	Miller, John	14	7	32	3	11	Nehemiah H. Miller,	Insurance Broker,	No. 2 Davies Pl (W. 36th st)
209	21	Mills, George Henry	14	2	2	5	4	Hiram R. Littel,	Flour Merchant,	No. 182 Broome street.
210	66	Monroe, Robert Dayton	14	5	45	2	4	Samuel Monroe,	Agriculturist,	No. 260 Seventh avenue.
211	255	Mook, Thomas	14	9	14	7	3	William Mook,	Butcher,	No. 66 East 26th street.
212	276	Moore, Edgar	15	4	22	1	0	William Moore,	Builder,	No. 147 Avenue B.
213	228	Moore, Edgar Wells	16	2	14	1	0	Thomas H. Moore,	Pork Packer,	No. 600 Second avenue.
214	20	Moore, George Carson	14	4	2	3	8	John Moore,	Painter,	No. 119 Cannon street.
215	51	Moynihan, Edward	14	4	15	9	2	Edward Moynihan,	Ship Sawyer,	No. 693 Fourth st.
216	163	Murphy, Pat'k Emanuel	15	3	21	1	6	John P. Murphy,	Policeman,	No. 17 Nassau street.
217	134	Nagle, John Thomas	17	4	19	7	2	Ellen Nagle,	Boarding House,	No. 270 Ninth street.
218	174	Nodine, Alonzo	14	10	14	2	6	Frederick J. Nodine,	Livery Stable,	No. 148 East 25th street.
219	185	Noyes, Frederick Bacon	15	7	17	1	11	Robert Le Roy Noyes,	Coal Yard,	No. 152 West 29th street.
220	202	Noyes, Randall Stamw'd	16	4	45	1	0	Samuel Noyes,	Merchant,	No. 214 West 23d street.
221	50	Oakley, Charles Edward	14	8	15	9	8	Truman Oakley,	Turner,	No. 266 Sixth street.
222	4	O'Connor, Randall	15	4	5	5	4	William O'Connor,	Porter,	No. 23 Prince street.
223	92	Osgood, George Bullard	14	10	40	2	11	Nathaniel H. Osgood,	No occupation,	No. 5 West 24th street.
224	36	Parker, Joel, Jr.	15	9	40	1	0	Joel Parker,	Clergyman,	No. 106 Lexington avenue.
225	316	Partridge, Edw'd Briggs	14	10	45	7	3	Thomas M. Partridge,	Merchant,	No. 7 Boorman Pl. (W. 38d st)
226	27	Patterson, Albert M.	14	5	40	2	2	Joseph M. Patterson,	Commission Merchant,	No. 30 West 20th street.
227	194	Patterson, Seeley B.	14	2	40	2	11	H. A. Patterson,	Hardware,	No. 269 Madison street.
228	115	Peck, Addison	15	8	42	2	4	Margaret P. Peck,	Fancy Goods,	No. 94 Division street.
219	256	Peck, Moses	14	9	14	2	10	William Peck,	Policeman,	No. 139 East 29th street.
230	358	Phelan, Wm. H. Hyatt	14	11	19	4	11	William Phelan,	No occupation,	No. 191 Sixth street.
231	374	Phillips, Henry	15	0	35	4	11	John D. Phillips,	Cap, Hat, & Fur Store	No. 23 St. Mark's Pl. (8th st)
232	52	Plumb, Sandford Gilmore	15	9	48	1	6	David Plumb,	Mercantile Agent,	No. 91 West 45th street.
233	227	Pullman, Samuel Cooper	14	8	40	7	4	John Pullman,	Merchant,	No. 49 East 24th street.
234	371	Quackinbush, Andrew, Jr	15	4	8	0	10	Andrew Quackinbush,	Real Estate Broker,	No. 34 Charles street.
235	310	Raynor, Samuel Judson	14	7	40	1	10	Samuel Raynor,	Envelope Manufacture	No. 60 East 16th street.
236	205	Reiley, James Jefferson	5	10	17	7	3	James Reiley,	Harness Maker,	No. 103 West 48th street.
237	187	Reis, John	14	0	42	1	10	Anton Reis,	Painter,	No. 87 Norfolk street.
238	117	Rich, William Henry	14	4	42	1	11	James H. Rich,	Sail Maker,	No. 101 Orchard street.
239	287	Roberts, Edward	14	9	42	1	9	Robert Roberts,	Stationer,	No. 264 Grand street.
240	192	Roberts, Richard Lloyd	14	0	42	3	10	William Roberts,	Clergyman,	No. 10 First avenue.
241	132	Robinson, John Bivins	14	4	35	4	4	Frederick Robinson,	Carpenter,	No. Minetta Place.

Number.	PUPILS				PARENTS OR GUARDIANS.		
	Examination Number.	NAMES.	Age.	School No.	Time in Public Schools.	NAMES.	OCCUPATION.
			Y.	M.	Y.	M.	RESIDENCE.
242	136	Rogers, Lewis Henry,	16	4	14	4	No. 426 Second avenue.
243	166	Rooney, William Henry,	14	0	24	4	No. 133 Mulberry street.
244	221	Rowell, Edward,	15	4	31	4	No. 168 Madison street.
245	262	Saunders, Richard, Jeffers,	14	7	35	4	No. 706 Broadway.
246	175	Scanton, Richard James,	15	5	14	6	No. 229 East 20th street.
247	40	Schuck, Rudolph William	14	3	40	1	No. 131 Lexington avenue.
248	102	Schaffer, Geo. Francis,	15	0	35	1	No. 99 Ninth street.
249	22	Seefeld, Sellick Sullivan,	14	9	14	1	No. 8 Phelps Pl. (E. 30th st.)
250	220	Secord, William Kelsey,	15	1	34	5	No. 53 Maughin street.
251	243	Seely, Charles Whitlock,	14	10	22	3	No. 91 West 4th street.
252	256	Serveo, Ferd. L. Wilsey,	14	10	42	3	No. 616 Fourth st.
253	138	Shipman, Jas. de Grasse,	14	3	37	3	91st st., bet. 3d & 4th Ave.
254	225	Skiffington, Wm John,	15	10	17	8	No. 198 West 17th street.
255	48	Slater Samuel Edward	14	6	40	2	No. 21 Clinton street.
256	153	Slover, Warren Gilbert F.	14	4	37	3	Ninth st.
257	233	Smith, Alphonzo,	16	0	31	1	No. 25 Ridge street,
258	106	Smith, Chas. H. Laidlaw	4	10	48	2	No. 18 East 39th street.
259	254	Smith, Isaac Spencer,	15	4	35	1	Smiths man House.
260	108	Smith, Jas. Tho. Francis,	14	9	48	2	No. 127 West 26th street.
261	81	Smith, Julius Theodore,	4	10	37	2	Nineteenth street.
262	189	Smith, Sam. Wm. H.	14	8	39	0	No. 253 Blocker street.
263	275	Smith, W. Dyckman, Jr.,	14	0	11	2	No. 137 West 37th street.
264	1	Souler, James Hopkins	17	0	1	5	No. 411 Greenwich street.
265	119	Southworth, Chester,	14	0	22	8	No. 270 Third street.
266	35	Spencer, William Gray,	14	11	40	1	Granberry Park House.

267	352	Spingarn, Siegmund,	14	4	20	1	9	Samuel Spingarn,	Segar Dealer,	No. 518 Cherry street.
268	58	Staples, Frank Maitland,	16	2	45	1	11	D. M. Staples,	No occupation given,	No. 860 Broadway.
269	56	Steele, Edward Jenna,	13	11	42	2	7	William Steele,	Dry Goods,	No. 113 Lexington avenue.
270	44	Stien, John Floyd,	11	8	40	2	2	John Stien, Jr.,	Painter,	No. 254 East 23d street.
271	201	Stephens, Edward, Jr.,	14	0	38	3	2	Edward Stephens,	Custom House,	No. 11 Cottage Place.
272	295	Stevenson, Andrew, Jr.,	14	5	41	4	3	Andrew Stevenson,	Clergyman,	No. 99 Troy street.
273	269	Stilson, John Lines,	15	7	38	1	11	Abel J. Stilson,	Clerk of Court,	122d st., bet. 2d & 3d avs.
274	312	Storms, George Rex,	14	11	35	1	7	Mary Ann Storms,	No occupation,	No. 1097 Broadway.
275	338	Stratford, William,	14	10	18	1	7	Thomas Stratford,	Gardner,	91st st., bet. 11th & 12th avs.
276	306	Sturges, Edward Baker,	4	10	35	1	0	T. B. Sturges,	Clergyman,	No. 33 West 12th st.
277	143	Sudlow, George Jay,	14	3	40	3	0	Henry Sudlow,	Book Agent,	No. 192 East 19th st.
278	247	Suffern, Edward Lee,	14	7	35	1	0	Edward Suffern,	No occupation,	No. 176 East 13th st.
279	370	Sullivan, James Andrew,	14	6	8	2	11	James Sullivan,	Painter,	No. 124 St. Mark's Pl. (8th st.)
280	307	Sutherland, Wm. Allan,	14	0	41	4	8	William Sullivan,	Merchant,	No. 215 West 18th street.
281	13	Swansboro', Alfd. Henry,	14	4	41	3	11	William Swansboro',	Wholesale Grocer,	No. 237 West 27th street.
282	14	Sweetser, Samuel,	17	0	45	1	8	Joseph A. Sweetser,	Merchant,	No. 17 East 24th street.
283	305	Tappin, James Wetzlar,	16	1	35	2	0	John Tappin,	Wholesale Grocer,	No. 37 Charlton street.
284	79	Tate, Charles,	14	4	44	6	2	Thomas Tate,	Dry Goods,	No. 659 Greenwich street.
285	292	Thompson, David Austin,	15	4	28	1	9	William J. Thompson,	Carman,	No. 166 West 37th street.
286	98	Thompson, Joseph P., jr.	14	9	35	4	9	Joseph P. Thompson,	Clergyman,	No. 32 West 36th street.
287	49	Thorne, Thomas Elliott,	14	9	15	9	4	Joseph H. Thorne,	Salesman,	No. 300 Fifth street.
288	199	Thorpe, William Chester,	14	0	34	5	8	Isaac O. Thorpe, sen.,	Sailmaker,	No. 58 East 25th street.
289	219	Tindall, Edward,	15	1	45	2	0	Harvey Tindall,	Book-keeper,	No. 226 West 35th street.
290	329	Townsend, James,	15	6	22	1	2	Oliver H. P. Townsend,	Accountant,	No. 261 Seventh st.
291	33	Tracy, Charles Edward,	14	2	40	3	0	Charles Tracy,	Counsello-at-Law,	No. 81 East 17th st.
292	250	Trisdorfer, Isaac,	14	5	42	2	1	Isaac Trisdorfer,	Millinery goods,	No. 59 Norfolk street.
293	84	Turner, William James,	14	9	35	1	1	Thomas Turner,	Baker,	No. 5 Carmino street.
294	34	Tysen, David Jacques,	17	5	40	1	0	David Tysen,	Hardware,	No. 42 Sixth avenue.
295	28	Underhill, Stephen M.,	15	9	48	3	8	Abraham Underhill,	Counsello-at-Law,	No. 48 West 35th street.
296	190	Valentien, Warren Hen.,	14	11	29	4	5	Christian C. Valentien,	No occupation,	No. 105 Washington street.
297	348	Van Cott, Leonard Boole,	13	9	35	1	0	William H. Van Cott,	Judge,	No. 233 East 10th street.
298	100	Van Cott, William H.,	14	10	35	1	0	William H. Van Cott,	Judge,	No. 233 East 10th street.
299	331	Van Dyke, Rodolphus,	14	10	18	1	4	Richard Van Dyke,	Merchant,	No. 121 West 47th street.

SCHEDULE.

The following is the Statement, (referred to in the annexed Report from the New York Free Academy,) of the names, ages and studies of the Students claimed by the Board of Education to have pursued for four months or upwards, of the Academic year mentioned in said report, classical studies, or the higher branches of English education, or both, according to the true intent and meaning of the Ordinance of the Regents, of the 20th October, 1853, as set forth in the "explanations" which precede this Schedule, with a specification of the different studies pursued by each of said Students, and the length of time the same were pursued in each term of said year: said studies being designated by the ordinary name or title of the book or treatise studied, and the part or portion of each book so studied being also stated, with the time spent in studying the same during each of said terms.

No.	Names.	Age	Studies pursued from Sept. 15, 1858, to Feb. 16, 1859.	Studies pursued from Feb. 17 to July 19, 1859.
1	Boarer, James	20	<p>Butler's Analogy of Natural and Revealed Religion, (entire.)</p> <p>Physics — Bird's Elements of Natural Philosophy, as a text book, from page 169 to page 386.</p> <p>The course was conducted principally by Lectures.</p> <p>Ancient Languages. Thucydides, Book I, chap. 1-32, inclusive, with frequent reviews.</p> <p>Civil Engineering — Mahan's Civil Engineering, 163 pages. Studied and reviewed, with lectures on the theory of the equilibrium of retaining walls, and exercises in drawing plans, elevations and sections of structures.</p>	<p>Kent's Commentaries on the Laws of Nations, and Mansfield's Political Grammar.</p> <p>Civil Engineering. — Mahan's Civil Engineering, complete, with lectures on the theory of the arch, the calculations of excavations and embankments, levelling, topographical drawing and railroad curves, with exercises in drawing and use of level. and engineer's transit.</p> <p>Ancient Languages. — Ædipus Tyrannus, 446 lines, with frequent reviews.</p> <p>Horace, 2d Book.</p> <p>Chemistry. — Fownes' Chemistry, from page 101 to 416.</p> <p>Monthly Exercises in Oratory and Original</p>

No.	Names.	Age.	Studies pursued from Sept. 15, 1858, to Feb. 16, 1859	Studies pursued from Feb. 17, to July 19, 1859.
			Original Composition and Declamation once a month. French.—Vannier's Pronunciation. Ro- bertson's Grammar, 168 pages. Regular and Irregular Verbs. Roemer's Polyglot Reader, Part 1st, with logical and grammati- cal analysis. Lectures on the His- tory of the formation of the French Lan- guage and its relation to the English. Time—Five months.	Composition. French. — General re- views of the Studies of the previous term. Roe- mer's Second French Reader, 320 pp. Trans- lations from English (Manuscript) into French, with a review of Gram- mar. Time—Five months.
2	Dresser, Horace E.	18	Same as No. 1.	Same as No. 1.
3	Elliott, Richmond B.	20	do.	do.
4	Fitzpatrick, Jas. O.	19	do.	do.
5	Gilley, Franklin	20	do.	do.
6	Howland, Elijah J.	20	do.	do.
7	Ireland, Oscar Brown	19	do.	do.
8	Knox, James	20	do.	do.
9	Lozier, Abraham W.	21	do.	do.
10	Mackie, Simon F.	20	do.	do.
11	Quinn, William B.	20	do.	do.
12	Sanders, Reid	21	do.	do.
13	Seaman, James A.	18	do.	do.
14	Sherman, Gardiner	19	do.	do.
15	Sutton John Jos.	20	do.	do.
16	Tanzer, Arnold	19	do.	do.
17	Tisdall, Fitzgerald	20	do.	do.
18	Wood, Edward A.	19	do.	do.
19	Woodruff, L. de F.	21	do.	do.
20	Woolf, Solomon J.	19	do.	do.
21	Carolin, John A.	19	do.	do.
			In all except the Lan- guages. German. Glaubens- sklee's Reader, entire. Benedix Steckbrief to page 95. Glaubens- sklee's Grammar, ele- mentary part, with exercises. Elwell's Dictionary, with Flügel's and Heyse's Dictionaries, and Heyse's Grammar, as books of reference. Time—Five months.	In all except the Lan- guages. German. — Benedix Steckbrief & Liebestrank. Marie Stuart to Act 5. Egmont (entire) Syntac- tical part of Glaubens- sklee's Grammar, with exercises from dictation. Original Compositions. Flaxman's Dialogues, 2d and 3d parts. Lectures on the German Literature. Time—Five months.
22	Merritt, Mortimer C.	20	Same as No. 21.	Same as No. 21.

No.	Names.	Age.	Studies pursued from Sept. 15, 1858, to Feb. 16, 1859.	Studies pursued from Feb. 17 to July 19, 1859.
23	Southworth, Joseph	20	Same as No. 21.	Same as No. 21.
24	Appleton, John	18	do., except in the German Language. German.—Glauben- sklee's Grammar, ele- mentary part, with exercises. Time—Five months.	do. Except Benedix Stickbrief, & Lillstank. Time—Five Months.
25	Fackler, David P.	19	Same as No. 24.	Same as No. 24.
26	Mann, William	20	do.	do.
27	Gardner, Asa Bird	20	Same as No. 21. Except the modern Languages. Spanish—(Ollen- dorff's Grammar, (en- tire.) Morale's Reader, (entire.) Butler's Phrase Book. Velas- quez's Dictionary, (large size) used. Time—Five Months.	Same as No. 21. Except in the Modern Languages. Spanish—Quintana's Lives, (nearly through.). Moratin's Comedies, (en- tire.) Iriarte & Moratin, (entire.) Morales' Verifi- cation. Time—Five months.
28	Hudson, Wm. Fiske	20	Same as No. 27.	Same as No. 27.
29	Sullivan, Dennis F.	20	do.	do.
30	Martin, Benj. Ellis	21	German—Flaxman's Handbook only. Pur- sued a partial course.	German—Marie Stuart, Egmont & Oltrogge. Pur- sued a partial course.
31	Allison, Thomas	18	Intellectual Philoso- phy—Hickok's Intel- lectual Philosophy, (nearly through.) English Language and Literature—Fow- ler's English Lan- guage, studied and reviewed from the be- ginning to Part IV., page 177, with some omissions. Natural Philosophy —Bartlett's Analytic- al Mechanics, 320 pages studied and re- viewed. Ancient Languages —Owen's Homer's Iliad, Books I and II, to line 225, with fre- quent reviews. Regular exercises in Composition and Ora- tory, including a pub- lic exhibition in Orig- inal Declamation, at the close of the term.	English Literature— Shaw's English Litera- ture, from page 172 to page 278, (Chapter XI omitted,) studied and re- viewed. Natural Philosophy— Bartlett's Analytical Me- chanics, 70 pages. Bartlett's Acoustics, 140 pages, studied and reviewed. Bartlett's Optics, 100 pp. studied and reviewed. Bartlett's Spherical Astronomy, 160 pages, studied and reviewed. Ancient Languages— Owen's Homer's Odyssey, Book X. Lectures on Greek Literature. Hor- ace's Ode, Book I, with frequent reviews. Logic—Mahan's Logic (entire.) Physics—Bird's Ele- ments of Nat. Philosophy. Regular exercises in

No.	Names.	Age	Studies pursued from Sept. 15, 1858, to Feb. 16, 1859.	Studies pursued from Feb. 17 to July 19, 1859.
			Time—Five months.	Composition and Ora- tory. Four Lectures on Fine Arts. A course of Lectures on Light, of which notes were taken by the stu- dents. No text book used. The students re- cited from the note books of the Lectures. Time—Five months.
32	Balch, Charles L.	19	Same as No. 31.	Same as No. 31.
33	Black, George A.	19	do.	do.
34	Bradley, Edward A.	18	do.	do.
35	Buckmaster, John W.	18	do.	do.
36	Chappell, William	17	do.	do.
37	Chollar, Byron Edg'r	19	do.	do.
38	Crocheron, Reuben	18	do.	do.
39	Crosby, Franklin	18	do.	do.
40	Delaney, John	19	do.	do.
41	De Peyster, Fred. J.	20	do.	do.
42	De Peyster, Jacob A.	19	do.	do.
43	Dwight, Melntiah E.	18	do.	do.
44	Easton, Robt. T. B.	19	do.	do.
45	Ellsworth, Wm., Jr.	21	Absent by permission on account of sickness.	Absent by permission on account of sickness.
46	Goodwin, Fred. F.	19	Same as No. 31.	Same as No. 31.
47	Grant, Richard S.	19	do.	do.
48	Hart, Henry Le B.	18	do.	do.
49	Hiscox, Freeman	18	do.	do.
50	Hobart, Frederick	18	do.	do.
51	Hyatt, Stephen B.	17	do.	do.
52	James, Josiah	17	do.	do.
53	Keith, Charles C. T.	17	do.	do.
54	Ketcham, Edgar, Jr.	18	do.	do.
55	Muckellar, Thomas	18	do.	do.
56	Murkoe, Thomas	19	do.	do.
57	McCutcheon, Edwd.	17	do.	do.
58	Mesks, Edwin B.	19	do.	do.
59	Nesbit, Alexander	19	do.	do.
60	O'Brien, William	17	do.	do.
61	O'Neil, Henry P.	17	do.	do.
62	Sherwood, Scott R.	17	do.	do.
63	Thurman, William	19	do.	do.
64	Torrey, Herbert G.	21	do.	do.
65	Traitor, Eugene F.	18	do.	do.
66	Tremain, Henry E.	19	do.	do.
67	Van Buskerck, R. T.	18	do.	do.
68	Weightman G., Jr.	18	do.	do.
69	Young Albert	19	do.	do. (2½ months.)
70	Young, Edward F.	19	do.	Same as No. 31.
71	Adams, Samuel G.	18	do. in all ex- cept the Languages.	do. in all ex- cept the Languages.

No.	Names.	Age.	Studies pursued from Sept. 15, 1858, to Feb. 16, 1859.	Studies pursued from Feb. 17 to July 19, 1859.
			<p>S p a n i s h — Sales' Grammar (entire). Moratin's Comedies. Don Quixote (half). Quintana's Vidas de Españoles Celebres (entire). Selections from Spanish Classics, Translations from English Classics into Spanish, Morales Versification, Regular and Irregular Verbs, Original Composition, Idiomatical and Syntactical Analysis, Dictation and Conversation.</p> <p>Time—Five months.</p>	<p>G e r m a n — Glaubens- klee's German Reader, 1st part. Glaubens- klee's Grammar and exercises to reflective verbs.</p> <p>Time—Five months.</p>
72	Connor, Rowland	17	Same as No. 71.	Same as No. 71.
73	Gray, William C. B.	20	do	do.
74	Loveridge, Henry	17	do.	do.
75	Pinkney, James H.	19	do.	do. (1 month.)
76	Rawolle, Frederick	17	do.	Same as No. 71.
77	Smith, William C.	18	do.	do.
78	White, Henry Kirke	18	do.	do.
79	Wood, Joseph L. R.	17	do.	do.
80	Anderson, Edwd. W.	18	<p>Ancient Languages— Owen's Xenophon's Anabasis, Book I. Cicero's Orations against Cataline. 1st, 2d, and 3d, and Ora- tion for Poet Archias, with frequent reviews. Political Economy— one Lecture per week. English Literature— Graham's English Synonymes, studied and reviewed from the beginning to Sec. 4, page 250. Drawing from Mod- els and Casts, (from manuscript,) three lessons a week. Lectures on Orna- mentation once a week. Mathematics— Davies' Dif. Calculus to chap. vi., 116 pp., and reviewed. Modern History—</p>	<p>Ancient Languages— Owen's Xenophon's Cy- ropædia, Book VII., chap. 1-5, § 58. Sallust's Jug. Bell, as far as chap. 72, with frequent reviews. Logic. — Whateley's Logic (entire.) English Literature.— Shaw's English Litera- ture, from page 172, (chaps. 4 and 8 omitted) studied and reviewed. Freehand Drawing from Ornaments and Casts, three lessons a week; Lectures on Ar- chitectural Orders, once a week. Mathematics.—Davies' Dif. Calculus, from page 116 to the end, with fre- reviews. Exercises in Composi- tion and oratory. Lectures on Human Physiology. Each lec- ture reviewed in a brief</p>

No.	Name.	Age	Studies pursued from Sept. 15, 1858, to Feb. 16, 1859.	Studies pursued from Feb. 17 to July 19, 1859.
			Weber's Universal History, from p. 202 to 291, 314 to 343, 388 to 413, continual reference to standard works original au- thorities, and maps. Exercises in Com- position and Oratory. Time—Five months. Same as No. 80.	recitation, and full notes required at the end of the term. The maps, specimens, models, &c., belonging to the insti- tution, were used to appeal to the eye as well as the ear of the student. Time—Five months.
81	Bancker, Marinus W.	16	do.	Same as No. 80.
82	Bulkley, Henry W.	17	do.	do. (3½ months)
83	Casper, George C.	19	do.	Same as No. 80.
84	Cox, Edwin Marion	16	do.	do.
85	Crosby, Wm. B., Jr.	17	do.	do.
86	Davis, Charles E.	17	do.	do.
87	Doeharty, James B.	18	do. (4 months)	
88	Elliott, Gilbert M.	18	Same as No. 80.	Same as No. 80.
89	Forrester, Chas., Jr.	18	do.	Absent this term.
90	Green, John Edward	17	do.	Same as No. 80.
91	Hanson, Jonathan	16	do.	do.
92	Hopkins, S. M. B.	17	do.	do.
93	Hopping, Edward C.	17	do.	do.
94	Hyde, Edwin Francis	17	do.	do.
95	Kelly, Edward	18	do.	do.
96	Kelly, Michael J.	16	do.	do.
97	Kennedy, Thomas J.	18	do.	do.
98	Kiernan, Lawrence	17	do.	do.
99	Kimball Horace E.	19	do. (2 months) Ab- sent remainder of term by permission.	Absent during the term by permission.
100	King, James, Jr.	17	Same as No. 80.	Same as No. 80.
101	Kirkham, Charles P.	18	do.	do.
102	Little, William	19	do.	do.
103	Lowery, James P.	17	do.	do.
104	Lyon, George W.	17	do.	do. (4 months)
105	Maass, Abraham	17	do.	Same as No. 80.
106	Macfarlane, Malcolm	18	do.	do. (½ month)
107	Mau, Frederick H.	17	do.	Same as No. 80.
108	Marah, Edward T.	18	do.	do.
109	McCullough John	17	do.	do. (4 months)
110	McGeorge William	18	do.	Same as No. 80.
111	Monne Marshall A.	17	do.	do. (3 months)
112	Mitchell, David	18	do.	do. (4 months)
113	Morrissey James E.	16	do.	Same as No. 80.
114	Murphy, James	20	do.	do.
115	Orr, Robert	17	do.	do.
116	Owen, Daniel M.	17	do.	do. (1½ months)
117	Raymond, James L.	17	do.	Same as No. 80.
118	Roberts, George W.	17	do.	do.
119	Selvage, Henry Clay	17	do.	do.
120	Slade, Frederick J.	17	do.	do.
121	Sparrow, James K.	19	do. (4½ months)	

No.	Names.	Age.	Studies pursued from Sept. 15, 1858, to Feb. 16, 1859.	Studies pursued from Feb. 17 to July 19, 1859.
122	Spencer, Galen C.	20	Same as No. 80.	Absent on account of sickness.
123	Starkey, Charles E.	16	do.	Same as No. 80.
121	Sweet, Milton B.	18	do.	do.
125	Terry, David Dean	17	do.	do.
126	Thurston, George W.	17	do.	do. (4 months.) Absent remainder of the term by permission.
127	Turner, John W.	17	do.	Same as No. 80.
128	Van Cott, Theodore	17	do.	do.
129	Vienot, Emile	18	do.	do.
130	Ward, Francis N.	17	do. (4 months.)	
131	Ward, Peter	17	do.	
132	Watson, George W.	18	Same as No. 80.	Same as No. 80.
133	Weldon, John, Jr.	17	do.	do.
134	West, William F.	16	do.	do.
135	White, Jefferson H.	17	do.	do.
136	Wilkey, Oscar	18	do.	do.
137	Wiley, William H.	17	do.	do.
138	Wilson, Thadeus	18	do.	do.
139	Wood, Joseph S.	17	do.	do.
140	Young, Nathaniel	16	do.	do.
141	Anderiese, James	17	Same as No. 80 in all except the Languages. French — Roemer's 2d Reader, (entire,) with abstracts in French. Translations from English, (manu- script) into French. Noel and Chapsal's Grammar, from § 1 to § 285. Spanish—Ollendorff's Grammar, (entire.) Pizarro's Phrases, (entire.) Iriarte's Fables. Com- positions in Spanish. Translations from English into Spanish. Regular and Irregular Verbs, Logical and Grammatical Analysis, Dictation, Reading and Conversation. Time—Five months.	Same as No. 80 in all ex- cept the Languages. French. (Moliere, Bour- geois Gentilhommes les Femmes Savantes.) Racine, (Bajazet, Esther.) Noel and Chapsal's Grammar, from § 286 to § 630. Composition. Abstracts and Letter Writing. Spanish—Review of Ollendorff's Spanish Grammar. Moratin's Com- edies, (nearly through.) Sales' Grammar, (half.) Sales' Phrases, (half.) Regular and Irregular V'rbs, Logical and Grammatical Analysis, Original Compositions in Spanish, Declamation, Reading and Con- versation. Time—Five months.
142	Armstrong, James G	17	Same as No. 141.	Same as No. 141.
143	Ascough, Theodore G	19	do.	do.
144	Barnum, Joseph B.	18	Absent by permission.	Absent by permission.
145	Barton, Charles G.	16	Same as No. 141.	Same as No. 141.
146	Bird, William	17	do.	do. (3 months.)

N .	Names.	Age.	Studies pursued from Sept. 15, 1858, to Feb. 16, 1859.	Studies pursued from Feb. 17 to July 19, 1859.
147	Blackwell, W. H.	19	do. (4 months.)	
148	Briggs, Benjamin M.	17	Same as No. 141.	Same as No. 141.
149	Childs, Evander, Jr.	16	do.	do.
150	Christie, Alexander	16	do.	do. (4½ months.)
151	Coulter, John Francis	16	do.	Same as No. 141.
152	Daly, Eugene Francis	16	do.	do.
153	De Nyse, Edwin F.	19	do.	do.
154	Evans, William T.	16	Absent by permission.	Absent by permission.
155	Farrell, Henry M.	18	Same as No. 141.	Same as No. 141. (2½ months.)
156	Hayward, Clarence B.	17	do.	Same as No. 141.
157	Kellogg, Peter C.	18	do.	do. (2½ months.)
158	Kennedy, Theo. W.	17	do.	Same as No. 141.
159	Kimball, William C.	18	do.	do.
160	Kingsland, Phineas C.	17	do.	do.
161	Kirkham, Geo. C. B.	19	do.	do.
162	Mitchell, Roland G.	18	do.	do.
163	Pierce, Chas. Leland	19	do. (4½ months.)	
164	Pullman, Jas. Henry	17	Same as No. 141.	do.
165	Sanger, William H.	18	do.	do.
166	Spier, Archibald	17	do.	do.
167	Starkey, David J. s.	19	do.	do.
168	Taylor, Alfred H.	17	do.	do.
169	Van Buskirk, Cor.	17	do.	do.
170	White, Cyrus Barker	18	do.	do.
171	Abbe, Walter	18	<p>Moral Philosophy— Alexander's Moral Science.</p> <p>Ancient History— Weber's Outlines of Universal History, from page 1 to page 113, with continual reference to standard works and original authorities, and an- cient and modern maps.</p> <p>Rhetoric—Day's Rhetoric, from page 1 to page 150.</p> <p>Mathematics — Do- charty's Plane and Spherical Trigonome- try. Mensuration, Surveying and Navi- gation, with reviews.</p> <p>Descriptive Geo- graphy, (from manu- scripts.) XV books, with application to Industrial Drawing, five lessons a week.</p>	<p>Mediaeval History — Willson's Universal His- tory from page 224 to p. 321. Putz's Handbook of Mediaeval Geography and History, as supple- mentary to Willson's His- tory, with continual refer- ence to standard works and original authorities, and ancient and modern maps. Regular Exercises in Compositions and Ora- tory.</p> <p>Rhetoric — Jameson's Rhetoric, from page 81 to page 191.</p> <p>Mathematics — Davies' Analytical Geometry, Books 1st, 2d, 3d, 4th, 5th 6th and 8th, and re- viewed. Constructions of Shades and Shadows, Perspective, from manu- script, with application, four lessons a week.</p> <p>A course of Lectures on the Physiology of Plants,</p>

No.	Names.	Age.	Studies pursued from Sept. 18, 1858, to Feb. 16, 1859.	Studies pursued from Feb. 17 to July 19, 1859.
			<p>The English Language, in its Elements and Forms, by Fowler, studied and reviewed, from chap. 28th, page 334 to 409.</p> <p>Ancient Languages —Sophocles' Greek Grammar, with frequent reviews.</p> <p>Sophocles' Greek Lessons, from page 5 to page 28.</p> <p>Virgil's <i>Aeneid</i>, Books 1st and 2d, with frequent reviews, and special attention to scanning.</p> <p>Andrews' & Stoddard's Latin Grammar, Rules of Prosody, and their application to scanning.</p> <p>Time—Five months.</p>	<p>notes of which the students were required to take, and the notes examined at the close of the term. A brief recitation was also heard before each Lecture.</p> <p>Ancient Languages —Owen's Greek Reader, nine Fables, Jests of Hierocles, five Dialogues of Lucian, Boyhood of Cyrus, (from the <i>Cyropædia</i>.) Parting of Hector and Andromache, (from the <i>Iliad</i>.) and the Odes of Anacreon, with attention to scanning, and reviews. Greek Grammar, reviewed.</p> <p>Virgil's <i>Aeneid</i>, 5th and 6th Books.</p> <p>Latin Versification, (Anthon's) from page 8 to page 42.</p> <p>Time—Five months.</p>
172	Aiton, William	15	Same as No. 171.	Same as No. 171.
173	Berryman, Wilson	16	do.	do.
174	Boyer, Edward H.	15	do.	do.
175	Beckes, David	18	do.	do.
176	Brower, John L.	15	do.	do.
177	Burr Charles C.	16	do.	do.
178	Cahill, William E.	17	do.	do.
179	Carley, Eldred A.	16	do.	do.
180	Crozier, Robert	17	do.	
181	Danelson, James E.	18	do.	do.
182	Dean, Welford	16	do.	do. (1½ month.) Leave of absence remainder of term.
183	Dispecker, Abraham	16	do.	Same as No. 171.
184	Dugan, Thomas	15	do.	do.
185	Dwight, Elihu	15	do.	do.
186	Ely, Frederick W.	16	do.	
187	Fitch, Augustine D.	15	do.	do.
188	Giffing, Isaac Aylwin	15	do.	do.
189	Goldsmith, Abraham	17	do.	do. (4 months.)
190	Granberry, Wm. H. H.	16	do.	Same as No. 171.
191	Greeley, Joseph L.	20	do.	
192	Hilger, Maurice, Jr.	15	do.	do.
193	Hoyt, Harlow M.	16	do.	do.
194	Hubbell, Zadok M.	16	do.	do.
195	Jung, William	17	do.	do.
196	Kitchen, James	16	do.	do.
197	Kursheedt, Alex. E.	16	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 15, 1858. to Feb. 16, 1859.	Studies pursued from Feb. 17 to July 19, 1859.
198	Labagh, Isaac M.	15	Same as No. 171.	Same as No. 171.
199	Lee, Arthur Malachi	17	do.	do.
200	Leonard, James	17	do.	do.
201	Lord, Charles	16	do.	
202	Lord, Henry	17	do.	do.
203	McAfee, Knox	17	do.	do.
204	McChain, John B.	17	do.	do.
205	McMillen, William H.	17	do.	do. (1 month.)
206	Meakim, Willet W.	15	do.	Same as No. 171.
207	Meikleham, T. M. R.	18	do.	do.
208	Michaelis, Otto E.	17	do.	do.
209	Million, Michael J.	16	do.	do.
210	Moynihan, Edwd. F.	17	do.	do.
211	Needham, George G.	16	do.	do.
212	Newschafer, Wm. H.	15	do.	do.
213	Osgood, Samuel W.	16	do.	do. (2½ months)
214	Perham, Theodore A.	15	do.	Same as No. 171.
215	Phelps, Charles O.	18	do.	do.
216	Phelps, Edward M.	16	do.	do.
217	Roberts, Charles, Jr.	15	do.	do.
218	Roberts, Nathan B.	17	do.	do.
219	Roberts, William H.	15	do.	do.
220	Roof, Stephen W.	16	do.	do.
221	Rowe, Edward A.	15	do.	do.
222	Ryan, Philip A.	17	do.	(do. (½ month.)
223	Sanders, Lewis	16	do.	Same as No. 171.
224	Sanger, Adolp L.	16	do.	do.
225	Shepard, William B.	15	do.	do.
226	Sherman, Porter G.	16	do.	do.
227	Shipman, Charles H.	15	do.	do.
228	Slauson, William J.	15	do.	do.
229	Smith Albert D.	16	do.	do. in all except His- tory.
230	Smith, Henry P.	17	do.	Same as No. 171.
231	Snow, George W., Jr.	16	do.	do.
232	Steel, Henry	15	do.	do.
233	Stevenson, Richard	16	do.	do. (4 months.)
234	Stoutenburgh, Wm.	16	do.	Same as No. 171.
235	Strong, Richard Polk	16	do.	do.
236	Stuchfield, Selas B.	18	do.	do. (2 mos. 22 days.)
237	Sturges, Appleton	16	Absent, by permis- sion, on account of sickness.	Absent by permission on account of sickness.
238	Sutherland, John	16	Same as No. 171.	Same as No. 171.
239	Tattam, George Jas.	15	do.	do.
240	Thurman, Wash'n K.	17	do.	do.
241	Tilton, Edgar	15	do.	do.
242	Trippe, James M.	20	do.	do.
243	Turner, John, Jr.	16	do.	do.
244	Underwood, Nathan C.	16	do.	do.
245	Van de Wiele, L. F.	17	Leave of absence during the term.	Leave of absence dur- ing the term.
246	Van Wagenen, B.	17	Same as No. 171.	Same as No. 171.
247	Vaughan, Edwd. W.	16	do.	do. (11 days.)

No.	Names.	Age.	Studies pursued from Sept. 15, 1858, to Feb. 16, 1859.	Studies pursued from Feb. 17 to July 19, 1859.
248	Waller, Frank	16	Same as No. 171.	Same as No. 171.
249	Ward, Caleb T.	15	do.	do.
250	Waters, William E.	17	do.	do.
251	Watson, James R. T.	15	do.	do.
252	Webb, John Converse	17	do.	do. (8 months.)
253	Webster, Edward B.	16	do.	Same as No. 171.
254	Werner, Morris	16	do.	do.
255	Wight Ebenezer	16	do.	do. (1½ month.)
256	Wilson, Peter, Jr.	15	do. (4 months.)	
257	Zellner, Sina	16	Same as No. 171.	Same as No. 171.
258	Adams, Augustus R.	17	<p>Same as No. 171, in all except the Languages.</p> <p>French. — Robertson's System of Teaching French, as far as page 278.</p> <p>Roemer's Polyglot Reader, Part I, with Logical and Grammatical Analysis.</p> <p>Roemer's 2d Reader, to page 270.</p> <p>Dictation, with application of Grammar.</p> <p>German—Glaubenssklee's Grammar (Elementary part) and Exercises to Demonstrative Pronouns.</p> <p>Glaubenssklee's Reader, 1st section to page 20.</p> <p>Time—Five months.</p>	<p>Same as No. 171 in all except the languages.</p> <p>French—A general review of the Studies of the preceeding term.</p> <p>Robertson's system of teaching French, as far as page 390.</p> <p>Roemer's Polyglot Reader, 40 pages.</p> <p>Do. 2d Part, translating French into English.</p> <p>Roemer's 2d Reader, 300 pages.</p> <p>German — Glaubenssklee's Grammar.</p> <p>Parmenus' Finisher and Reviewer.</p> <p>Glaubenssklee's Reader to page 21 and Reviewer.</p> <p>Time—Five months.</p>
259	Adams, Samuel G.	16	Same as No. 258.	Same as No. 258.
260	Allason, Wm De L.	16	do.	do.
261	Amory, Jno. Cookson	16	do.	do.
262	Conklin, Henry R.	15	do.	do.
263	Dee, Edward John	15	do.	do.
264	Fenner, Fred. W.	17	do.	do.
265	Gaddis, William	16	do.	do.
266	Hall, William O.	15	do.	do.
267	Honner, John	17	do.	do.
268	Koch, Joseph	15	do.	do.
269	Lydecker, Gerret J.	15	do.	do.
270	McCluskey, Jos. W.	16	Do. in Drawing, Mathematics, and German. Pursued a partial course.	Do. in Drawing, Mathematics and German, pursued a partial course, (3 mos. 19 days.)
271	Mabbatt, Saml. R. Jr.	15	Same as No. 258.	Same as No. 258, (3 months.) Leave of absence remainder of term.
272	Maxwell, F. Van T.	17	do.	Same as No. 258, (2

No.	Names.	Age.	Studies pursued from Sept. 15, 1858, to Feb. 16, 1859.	Studies pursued from Feb. 17 to July 19, 1859.
273	Maxwell, George	15	Same as No. 258.	mos. 20 days.) Do. (3 mos. 13 days.)
274	Newcomb, John H.	18	do.	Same as No. 258.
275	Pike, Boaz Emanuel	17	do.	do.
276	Slocum, William E.	16	do.	do.
277	Stewart, Sid. H. Jr.	18	do.	do.
278	Taylor, Charles A.	16	do.	do. (3 mos. 18 days.)
279	Wood, James Robert	15	do.	Same as No. 258.
280	Woodward, John	15	do.	do.
281	Ladd, George W.	17	Do. in all except the German Language. German — Glaubens- sklee's Grammar re- viewed. Oltrogge. from p. 8 to 99, and from p. 156 to 174, with several poetical selections. Flaxman's Hand-book, 2d part, to page 167. Elwell's Dictionary. Time—Five months.	Do. in all except the German Language. German — Glaubens- sklee's Reader, 1st part finished. Wilhelm Tell, 1st and 2d Acts. Trans- lations from English into German. Time—Five months.
282	Vuargnoz, Augustus	15	Same as No. 281.	Same as No. 281.
283	Blackwell, Charles G.	17	Same as No. 258, in all except the Lan- guages. Spanish — Ollen- dorff's Method, XX Lesson's. Ollendorff's Grammar, (half.) Mo- rales' Reader, (half.) Velasquez's Phrases, (half.) Velasquez's Vocabulary, to 43d page. Regular and Irregular Verbs, Dic- tation, translation from Spanish into Eng- lish and from English into Spanish. Read- ing and Conversation. Time—Five months.	Same as No. 258. in all except the Languages. Spanish — Ollendorff's Grammar, (through.) Ol- lendorff's Method, (half.) Morales' Reader, (entire.) Velasquez's Phrases, (en- tire.) Velasquez's Vo- cabulary, (entire.) Iriar- te's Fables. Regular and Irregular Verbs. Gram- matical Analysis, trans- lations from English into Spanish, and Spanish into English. Dictation, Read- ing and Conversation. Time—Five months.
284	Bolles, Richard J.	16	Same as No. 283.	Same as No. 283.
285	Campbell, James A.	16	do.	do.
286	Chapin, Frederick H.	17	do.	do. (4 mos. 7 days.)
287	Dunlap, William H.	16	do.	Same as No. 283.
288	Everett, William H.	18	do.	do. (2 months.) Leave of absence remainder of of the term.
289	Farnham, Elijah T.	18	do.	Same as No. 283.
290	Irvine, John W.	18	do.	do. (1 month.)
291	Murray, John	16	do.	Same as No. 283.

No.	Names.	Age.	Studies pursued from Sept. 15, 1858, to Feb. 16, 1859.	Studies pursued from Feb. 17 to July 19, 1859.
292	Page, James S.	17	Same as No. 283.	Same as No. 283.
293	Ahrens, Philip	15	<p>Latin — Andrews and Stoddard's Latin Grammar. Andrews' Latin Reader. (Fables and Mythology.)</p> <p>Barton's Outlines of English Grammar, studied and reviewed.</p> <p>Natural History — Lectures were delivered to the class once a week, on the subject of Astronomy and Geology. The students required to take notes of Lectures, and prepare for recitation during the week. The notes were then re-written, and inspected at the final examination, and the proper credits given to each student.</p> <p>Mathematics — Docharty's Algebra, from page 125, (Inequalities) to Chapter VIII., page 243, studied and reviewed.</p> <p>One Lecture a week on Chemistry, using Renwick's Principles of Chem. as a text-book.</p> <p>Natural Philosophy — One Lecture a week on the elements of Natural Philosophy. No text-book used.</p> <p>Time—Five months.</p>	<p>Latin — Cæsar's Commentaries, Books I. and IV., with reviews and grammatical exercises.</p> <p>Chemistry — Renwick's Elements of Chemistry, from page 9 to page 158. Lectures were also delivered on the subject.</p> <p>Instruction given in the departments of Physical Geography and Human Physiology, by Lectures. Notes of the same taken by the students, and examined at the close of the term, and the proper credits given.</p> <p>Drawing—Linear drawing, and Doctrine of Forms, from manuscript, Diagrams and Dictations, five lessons a week.</p> <p>Mathematics — Docharty's Geometry, (entire,) and reviewed.</p> <p>Time—Five months.</p>
294	Andrews, Major M.	16	Same as No. 293.	Same as No. 293.
295	Appleby, F. Charles	14	do.	do. (1 month.)
296	Arnoux, George T.	15	do.	Same as No. 293.
297	Asiel, Leopold W.	16	do.	do.
298	Atwell, Henry	15	do.	do.
299	Baldwin, Furman H.	15	do.	do.
300	Balen, Abraham D.	16	do.	do.
301	Barnum, Edward B.	15	do.	do.
302	Bell James David	16	do.	do.
303	Bildersee, Barnett	15	do.	do.
304	Bischoff, Henry R. O.	15	do.	do.
305	Blackwell, John T.	15	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 15, 1859, to Feb. 16, 1859.	Studies pursued from Feb. 17 to July 19, 1859.
206	Blakeman, Wm. N.	16	Same as No. 293.	Same as No. 293.
207	Blauvelt, Cornelius D.	16	do.	do.
208	Blauvelt, John H.	16	do.	do.
209	Bloomington, S. E.	15	do.	do.
210	Blumenstiel, Alex.	16	do.	do.
211	Bogart, Nicholas J. M.	17	do.	do.
212	Boggs, David Henry	17	do.	do.
213	Boyd, John	16	do.	do.
214	Breath, Charles	16	do.	do.
215	Britt, Benjamin	16	do.	do.
216	Bronch, George W.	15	do.	do.
217	Bronch, James A.	16	do.	do.
218	Bull, William L.	15	do.	do.
219	Byrnes, Thomas B.	15	do.	do.
220	Byrnes, Thomas W.	15	do.	do.
221	Campbell, John B.	15	do.	do.
222	Carpenter, Henry C.	16	do.	do. ($\frac{1}{2}$ month.)
223	Clarke, George C.	15	do.	Same as No. 293.
224	Close, Ed. Henry	15	do.	
225	Cragin, William B.	15	do.	do. Leave of absence part of the term.
226	Crosby, Henry A.	15	do.	Same as No. 293.
227	Dakin, Albert H.	16	do. (4 months 6 days.)	
228	Davis, Isaac S.	15	Same as No. 293.	do.
229	Deacon, John	17	do.	do.
230	Demarest, S. S. Jr.	20	do.	do.
231	Disbrow, David E.	16	do.	do.
232	Disosway, Wm. W.	17	do.	do.
233	Dohrman, Aug. F.	15	do.	do.
234	Dubois, Francis, Jr.	17	do.	do.
235	Duncan, James M.	17	do.	do. (3 mos. 27 days.)
236	Dunning, Wm. Jr.	16	do. (4 months.)	
237	Dwight, John Elihu	15	Same as No. 293.	Same as No. 293.
238	Ellsworth, Giraud	17	do.	do.
239	Ennis, George H.	15	do.	do.
240	Ennis, James	16	do.	do. (3 mos. 14 days.)
241	Evans, Lemuel G., Jr.	17	Same as No. 293.	Same as No. 293.
242	Fackler, Wiley B.	17	do.	do.
243	Fay, Charles P.	15	do.	do.
244	Fellows, Charles E.	15	do.	do.
245	Francis, Edward W.	17	do.	do.
246	Gambling, John V.	16	do.	do. (2 mos. 13 days.)
247	Gardiner, George W.	16	do.	Same as No. 293.
248	Gardiner, Francis B.	17	do.	do. (1 month 18 days.)
249	Garrison, John P., Jr.	16	do.	Same as No. 293.
250	Glover, William H.	17	do.	do.
251	Gosling, Israel	18	do.	do.
252	Grantury, Theodore	15	do.	do.
253	Granville, E. G., Jr.	15	do.	do.
254	Gray, Henry P., Jr.	15	do.	do.
255	Gumbleton, Henry	15	do.	do.
256	Haggarty, Francis J.	19	do.	do.
257	Hamilton George W.	16	do.	do. (1 month 18 days.)
258	Harrison, Thomas B.	17	do.	Same as No. 293.

No.	Name.	Age.	Studies pursued from Sept. 15, 1858, to Feb. 16, 1859.	Studies pursued from Feb. 17 to July 19, 1859.
359	Hart, James Mair	16	Same as No. 293.	Same as No. 293.
360	Haswell, Chas. H. Jr.	15	do.	do.
361	Henderson, Ed. H.	16	do.	do.
362	Hewitt, Alfred	16	do.	do.
363	Hewitt, Henry R.	17	do.	do.
364	Hibbard, Rufus P.	15	do.	do.
365	Hickey, George E.	15	do.	do. (1 month 13 days.)
366	Hickok, George B.	16	do.	Same as No. 293.
367	Howland, Henry R.	15	do.	do.
368	Hurd, Anson Asbury	16	do.	do.
369	Ingersoll, William H.	15	do.	do.
370	Jasper, David S.	15	do.	do.
371	Jasper, George W.	17	do.	do. (3 mos. 7 days.)
373	Jenney, William A.	15	do.	Same as No. 293.
373	Johnson, Henry S.	15	do.	do. (2 mos. 12 days.)
374	Jones, Benjamin F.	17	Absent first term.	Same as No. 293.
375	Juif, George Louis	15	Same as No. 293.	do.
376	Keyser, Henry G.	16	do.	do.
377	Kearseing, Jos. S. P.	15	do. (4 mos. 16 days.)	
378	Kincaid, Thos. H. C.	17	Same as No. 293.	do.
379	Kingsland, John O.	16	do.	do.
380	Kurzman, Ferdinand	16	do.	do.
381	Latour, Ernest	16	do.	do.
382	Lawson, Alb't G., Jr.	17	do.	do.
383	Lennon, George W.	15	do.	do.
384	Leonard, Caleb R.	15	do.	do.
385	Leweck, George J.	15	do.	do. (16 days.)
386	Lord, Edwin Polk	15	do.	Same as No. 293.
387	Lyons, John Small	16	do.	do.
388	McArdle, John	15	do.	do. (3 mos. 3 days.)
389	McWhood, Ed., Jr.	16	do.	Same as No. 293.
390	Mackie, George B.	15	do.	do.
391	Marshall, James	16	do.	do.
392	Martin, George R.	17	do.	do.
393	Mayer, Henry O.	15	do.	do.
394	Miller, Thomas R.	15	do.	do.
395	Mix, William B.	16	do.	do.
396	Morell, Ambrose	16	do.	do.
397	Morse, Gilbert L.	17	do.	do.
398	Mott, Richard E.	16	do.	do.
399	Newell, Darius E., Jr.	15	do.	do.
400	Norris, John Mahan	15	do.	do. (12 days.)
401	O'Brien, Lawrence H.	16	do.	Same as No. 293.
402	O'Connor, Charles H.	15	do.	do.
403	O'Rourke, John	16	do.	do.
404	Offley, David R.	15	do.	do.
405	Orr, John	16	do.	do.
406	Orr, Joseph	15	do.	do.
407	Orton, Azariah J.	17	do.	do.
408	Ottinger, Philip J.	15	do.	do.
409	Owen, Edward L.	16	do.	do.
410	Phelps, Richard N.	16	do.	do.
411	Post, Charles C.	17	do.	do.
412	Randolph, Samuel F.	15	do.	do.

No.	Name.	Age.	Studies pursued from Sept. 15, 1858, to Feb. 16, 1859.	Studies pursued from Feb. 17 to July 18, 1859.
411	Reynolds, George E.	16	Same as No. 293.	Same as No. 293.
414	Rhoads, George B.	16	do.	do.
415	Ritche, Andrew	16	do.	do. Leave of absence part of the term.
416	Roberts, James Alex.	15	do.	Same as No. 293.
417	Rooney, George W.	15	do.	do. Leave of absence part of the term.
418	Rotton, George	17	do.	do.
419	Russell, John	16	do.	do. (1 month 2 days)
420	Ryan, George W.	19	do.	Same as No. 293.
421	Sands, James G.	15	do.	do.
422	Sharp, James R., Jr.	18	do.	do.
423	Shields, Daniel	17	do.	do. (2 mos. 13 days)
424	Shields, Patrick H.	17	do.	Same as No. 293.
425	Smith, S. De W.	15	do.	do.
426	Smith, William B.	17	do.	do. (15 days)
427	Steins, Victor Hugo	16	do.	Same as No. 293.
428	Stephens, George W.	15	do.	do.
429	Stevenson, Wm. G.	16	do.	do.
430	Storm, John Bailey	16	do.	do.
431	Sullivan, Thomas H.	16	do. (4 months.)	do. (27 days)
432	Suydam, George H.	16	Same as No. 293.	Same as No. 293. (2 mos. 13 days.)
433	Sweeney, John J.	15	Same as No. 293.	do. (4 mos. 7 days)
434	Symons, Fred. W.	16	do.	Same as No. 293.
435	Taber, James Ayres	16	do.	do.
436	Taylor, John H.	18	do.	do.
437	Thatcher, John C.	15	do.	do.
438	Thomas, D. A., Jr.	16	do.	do.
439	Throckmorton, B. W.	16	do.	do.
440	Tieman, William F.	15	do. (4 months.)	Same as No. 293.
441	Trippe, Henry M.	16	Same as No. 293.	do. (2 mos. 10 days)
442	Triat, Nicholas P.	15	do.	Leave of absence re- mainder of term.
443	Valentine, George F.	15	do.	Same as No. 293.
444	Van Dyke, H. B.	16	do.	do.
445	Van Pelt, Chas. W.	17	do.	do.
446	Van Vleck, Abr. K.	16	do.	do.
447	Vienot, Jules F.	15	do.	do.
448	Vitt, Herman A.	15	do.	do.
449	Wallace, John, Jr.	18	do.	do.
450	Wandell, Townsend	18	do.	do.
451	Warren, Henry	16	do. (4 mos. 15 days)	do. (3 mos. 13 days)
452	Watson, Charles J.	15	Same as No. 293.	Same as No. 293.
453	Weber, Aug. O. F.	16	do.	do.
454	Wheeler, Francis B.	16	do.	do.
455	Wheeler, W. A., Jr.	15	do.	do.
456	White, John S.	15	do.	do.
457	Wilkey, James E.	15	do.	do.
458	Winchell, Charles	15	do.	do.
459	Wolfsohn, Henry	16	do.	do.
460	Wood, George W.	15	do.	do.
461	Worrall, Wade A.	15	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 15, 1858, to Feb. 16, 1859.	Studies pursued from Feb. 17 to July 19, 1859.
462	Woods, John D.	17	Same as No. 293.	Same as No. 293.
463	Zabriakie, John L.	15	do.	do.
464	Abbe, William C.	15	do. in all except the languages. French — Vannier's Pronunciation. Ro- bertson's system of teaching French, 19 lessons, (practical part.) The Regular Verbs, in all their forms, with Oral Phraseological Exer- cises. Time—Five months.	do. in all except the lan- guages. French — General re- view of the studies of the preceding term. Ro- emer's Elementary Read- er, (entire.) Robertson's system of teaching French as far as page 215. Regular and Irregular Verbs. Roemer's Polyglot Reader, part 1st, with logical and grammatical analysis. Time—Five months.
465	Acheson, William J.	16	Same as No. 464. (4 months.)	Same as No. 464.
466	Alexander, Chas. C.	16	Same as No. 464.	Same as No. 464.
467	Amidon, Frank	15	do.	do.
468	Andrews, John Rutt	15	do.	do.
469	Ascough, Horace K.	17	do.	do.
470	Barry, Samuel L.	16	do.	do.
471	Beck, John George	16	do.	do.
472	Berenbroick, F., Jr.	15	do.	do.
473	Bliss, Wm. Henry	15	do.	do.
474	Bogart, Charles O.	15	do.	do.
476	Bogart, Jas. Henry	16	do.	do.
476	Bonestill, Jas. Henry	15	do.	do.
477	Brady, John	15	do.	do.
478	Briggs, Russell J.	15	do.	do.
479	Brooke, Fred. W.	15	do.	do.
480	Browning, John H.	17	do.	do.
481	Brush, Clinton E.	15	do.	do.
482	Buckingham, G. A. Jr.	16	Same as No. 293.	Same as No. 293.
483	Byrnes, James J. H.	15	Same as No. 464.	Same as No. 464.
484	Cohen, Joseph	15	do.	do.
485	Collard, Charles N.	17	do. (4 months.)	do. (12 days.)
486	Conklin Wm. L., Jr.	15	Same as No. 464.	Same as No. 464.
487	Corkey, Joseph A.	15	do.	do.
488	Cragin, Geo. D., Jr.	17	do.	do.
489	Crawford, James H.	15	do.	do.
490	Crocheron, Wash. J.	15	do.	do.
491	Cumming, Chas. F.	17	do.	do.
492	Cunningham, Eza M.	17	do.	do.
493	Davie, Archibald	15	do.	do.
494	Day, Clarence S.	15	do.	do.
495	Delaney, George J.	16	do.	do.
496	Dodworth, Allan R.	16	do.	do. (32 days.)
497	Dow, William S.	15	do.	Same as No. 464.
498	Drew Burton	16	do.	do.
499	Dwyer, Michael	15	do.	do.

No.	Names.	Age.	Studies pursued from Sept. 15, 1858, to Feb. 16, 1859.	Studies pursued from Feb. 17 to July 12, 1859.
500	Edmonson, H. J. N. F.	15	Same as No. 464.	Same as No. 464.
501	Einstein, Max Henry	15	do.	do.
502	Elder, Samuel G.	15	do.	do.
503	Ellsworth, Wash. W.	16	do.	do.
504	Eppea, Wm. C., Jr.	18	do.	do. (6 days.)
505	Flanagan, A. C., Jr.	16	do.	Same as No. 464.
506	Forbes, Arthur, Jr.	17	do.	do.
507	Fowler, Cyrus E.	15	do.	do.
508	Fowler, Charles T.	15	do.	do.
509	Frost, Robert B.	15	do.	do.
510	Galleat, Chas. W., Jr.	16	do.	do. (3 days.)
511	Gallagher, Corn. O.	15	do.	Same as No. 464.
512	Gavey, Camilo P.	15	do.	do.
513	Gibney, John Roll	16	do.	do.
514	Gleason, Francis P.	16	do.	do.
515	Glover, Elijah A.	14	do.	do.
516	Glover, Henry C.	15	do.	do.
517	Goldsmith, Charles	15	do.	do.
518	Goodenow, Ed. K.	15	do.	do.
519	Gordon, Leonard	16	do.	do.
520	Gore, Martin A.	17	do.	do.
521	Green, Garret E.	16	do.	do.
522	Griffin, Bradney	16	do.	do.
523	Grinnell, Henry W.	16	do.	do.
524	Hamilton, L. McL.	15	do.	do.
525	Hanks, Charles G.	15	do.	do.
526	Harris, George H.	16	do.	do.
527	Hatch, Stephen B.	16	do.	do.
528	Henderson, Peter E.	16	do.	do.
529	Higgins, William H.	16	do.	do. (2 moa. 25 days.)
530	Hogan, John Joa.	15	do.	do. (8 days.)
531	Hogarty, William D.	15	do.	Same as No. 464.
532	Howard, George W.	16	do.	do.
533	Howell, Isaac	16	do.	do. (1 month 14 days.)
534	Hunt, William H.	15	do.	Same as No. 464.
535	Hyde, Frederick E.	15	do.	do.
536	Jackson, Daniel	16	do.	do.
537	Jackson, Lewis A.	15	do.	do.
538	Janes, William E.	16	do.	do. (18 days.)
539	Jenkins, Augustus S.	16	do.	Same as No. 464.
540	Johnson, Benj. L.	15	do.	do.
541	Karsch, Bernard	16	do.	do.
542	Kearney, Benj. G.	15	do.	do.
543	Keegan, George W.	16	do.	do.
544	Kerwin, Joseph B.	17	Same as No. 464 in French only. Pursued a partial course.	Same as No. 464, is all except Natural History.
545	Kilmer, David, Jr.	15	Same as No. 464.	Same as No. 464. (3 moa. 3 days.)
546	Klimm, Godfrey G.	16	do.	Same as No. 464.
547	Kühner, Ferdinand	16	do.	do.
548	Lee, Philip Parker	15	do.	do.
549	Leonard, Robert W.	17	do.	do. (4 months.)
550	Lince, Theodore T.	15	do.	do. (1 month 8 days.)

No.	Names.	Age.	Studies pursued from Sept. 15, 1858, to Feb. 16, 1859.	Studies pursued from Feb. 17 to July 19, 1859.
551	Lockwood, Joseph S.	15	Same as No. 464.	Same as No. 464.
552	Lomis, Luiga	16	do.	do.
553	Lyng, Jardine	18	do.	do.
554	Macdonald, Peter	17	do.	do.
555	Mack, Samuel	16	do.	do.
556	Many, Philip H.	15	do.	do.
557	Marks, Woolf D.	15	do.	do.
558	Marsh, Alfred C.	16	do.	do.
559	Martin, George O.	17	do.	do. (4 mos. 7 days.)
560	McCoy, Edward, Jr.	16	do.	Same as No. 464.
561	McGirr, Robert A.	16	do.	do.
562	Metcalf, Walter F.	16	do.	do.
563	Miles, Edward C.	16	do.	do.
564	Morris, Frank Irving	15	do.	do. (8 days.)
565	Morrison, Wm. H.	16	do.	do. (8 mos. 3 days.)
566	Morton, James W.	15	do.	Same as No. 464.
567	Mulford, Jer'h, Jr.	16	do.	do.
568	Munson, John H.	16	do.	do.
569	Murray, Timothy	16	do.	do. (3 mos. 3 days.)
570	Newbury, Walter S.	17	do.	Same as No. 464.
571	Newcomb, George E.	16	do.	do. (8 days.)
572	Newstadter, J. H.	15	do.	Same as No. 464.
573	Noonan, Cornelius	16	do.	do.
574	Osgood, Henry	16	do.	do.
575	Paddon, George W.	16	do.	do.
576	Paulding, Joseph J.	16	do.	do. (20 days.)
577	Peck, Eben Buckley	16	do.	Same as No. 464.
578	Pell, Aaron B.	15	do.	do.
579	Pfugger, John J. F.	15	do.	do.
580	Phillips, Henry	15	do.	do. (1 month.)
581	Phillips, Mortimer L.	15	do.	Same as No. 464.
582	Post, Edwin F.	16	do.	do. (8 days.)
583	Randolph, Wilson H.	16	do.	do. (3 mos. 16 days.)
584	Riley, Peter James	15	do.	Same as No. 464.
585	Roberts, S. T., Jr.	15	do.	do.
586	Robinson, James W.	17	do.	do.
587	Rockwell, A. A.	16	do.	do.
588	Rudd, Richard G.	16	do.	do.
589	Sabor, Samuel	16	do.	do.
590	Salter, George W.	16	do.	do. (1 month 24 days.)
591	Saunders, John F.	17	do.	Same as No. 464.
592	Schaffer, Geo. F., Jr.	15	do.	do. (18 days.)
593	Sherwood, L., Jr.	16	do.	Same as No. 464.
594	Simonsen, William H.	15	do.	do.
595	Skinner, Jas. R., Jr.	16	do.	do.
596	Smith, George, Jr.	16	do.	do. (3 mos. 3 days.)
597	Smith, Henry L.	16	do.	Same as No. 464.
598	Smith, Henry W.	16	do.	do.
599	Solomon, Lionel J.	16	do.	do.
600	Stavey, Nicholas H.	16	do.	do. (1 month 13 days.)
601	Stephens, Philetus	16	do.	do. (3 mos. 13 days.)
602	Stephenson, Jos. B.	15	do.	do. (15 days.)
603	Stich, Charles J.	15	do.	Same as No. 464. (3 mos. 27 days.)

No.	Names.	Age.	Studies pursued from Sept. 15, 1858, to Feb. 16, 1859.	Studies pursued from Feb. 17 to July 16, 1859.
604	Strang, Frederick	15	Same as No. 464.	Same as No. 464.
605	Sutherland, L. V.	17	do. (4 months.)	
606	Swansboro, Wm. B.	15	do. (4 mos. 14 days.)	
607	Taggard, John J.	16	Same as No. 464.	Same as No. 464.
608	Taylor, Charles M.	16	do.	do.
609	Thompson, Ed. L.	15	do.	
610	Titus, Joseph Muir	16	do.	do. (1 month 24 days.)
611	Turner, George M.	15	do.	Same as No. 464.
612	Voorhies, Fredk. P.	16	do.	do.
613	Walker, James H.	15	do.	
614	Ward, Eugene	16	do.	do. (8 mos. 16 days.)
615	Warts, Alexander B.	15	do.	Same as No. 464.
616	Watson, John Wm.	15	do.	do. (4 mos. 7 days.)
617	White, Charles L.	15	do.	Same as No. 464.
618	Whiteside, A. J.	15	do.	do.
619	Wilcox, William R.	16	do. (4 mos. 4 days.)	
620	Wiley, Thomas B.	16	Same as No. 464.	do.
621	Wilson, Owen E.	15	do.	do. (2 months.)
622	Winter, Edward	17	do.	Same as No. 464.
623	Witpin, Charles	16	do.	do. (1 month 7 days.)
624	Witterwoulgh, E.	17	do.	Same as No. 464.
625	Yard, Hiram J.	15	do.	do. (2 mos. 2 days.)
626	Young, William	15	do.	Same as No. 464.
627	Youngs, George A.	15	do.	do.
628	Ferrier, Thomas, Jr.	16		Same as No. 292.
629	Ferrier, William W.	17		
630	Wolff, Aaron	15		French — Robertson's Grammar. Spanish — Ollendorff's Grammar (half.) Morales' Reader (half.) Butler's Phrases (nearly through.) Time — Five months.

Left study in place.

Number of Students who have pursued Classical Studies, or Studies in the Higher Branches of English Education, or both, for Four Months, or upwards.

All the students named in the foregoing Schedule have pursued Classical Studies, and studies in the higher branches of English Education, as therein stated, for four months, or upwards, (except those numbered 30, 45, 99, 144, 154, 237, 245,) being in all six hundred and twenty-three, (623.)

City and County of New York, ss.: Horace Webster, being duly sworn, doth depose and say, that he is Principal of the New York Free Academy, situated in the city of New York, whose annual report to the Regents of the University is hereunto annexed; that said report is made in conformity to the latest instructions received from the Regents of the University, and in conformity to the Act of the Legislature of the State of New York, amendatory of the several School Acts, passed July 8d, 1851, and of the Act amendatory thereto, passed March 9th, 1855, that the preceding Schedule contains a true statement of the names, ages, and studies of the several students belonging to the said Academy on the 19th day of July, 1859, or who belonged to it during part of said year ending on that day, and who are claimed to have pursued, for four months, or upwards, Classical Studies, or the higher branches of an English education, or both, according to the true intent and meaning of the Ordinance of the Regents of the 20th of October, 1853, as set forth in the explanations which precede the Schedule; that none of said students are under the age of twelve years, and that such of them as are claimed to be classical students have actually pursued at this Academy, or elsewhere, all the preliminary studies required by the rules of said institution, and by the 6th and 7th sections of said Ordinance of the Regents, to make them such students, and have also read the books, or parts of books, specified in the preceding Schedule; that such of them as are claimed to be students of the higher branches of English Education, had, before they were considered as such students, attained at this Academy, or elsewhere, such proficiency in reading and writing, and acquired such elementary or preliminary knowledge as is required by the 8th section of said Ordinance; that they have all subsequently pursued the requisite studies and performed the requisite exercises in composition and declamation as are required by the rules relating to the said Academy, and for the period of time required by the said Ordinance of the Regents to entitle the said Academy to a distributive share of the income of the Literature Fund; that such of said students as have not pursued, at this Academy, the said preliminary studies, have, on special examination duly made, before entering the said Academy, been found to have acquired the proficiency in said studies required by the said Ordinance, as set forth in the said explanations. All which this deponent affirms to be true, according to the best of his knowledge, information, and belief.

HORACE WEBSTER.

Subscribed and sworn to, before me, this }
31st day of October, 1859, }

THOS. BOESE, Clerk.

By order of the Board of Education,

RICHARD WARREN, *President.*

THOS. BOESE, *Clerk.*

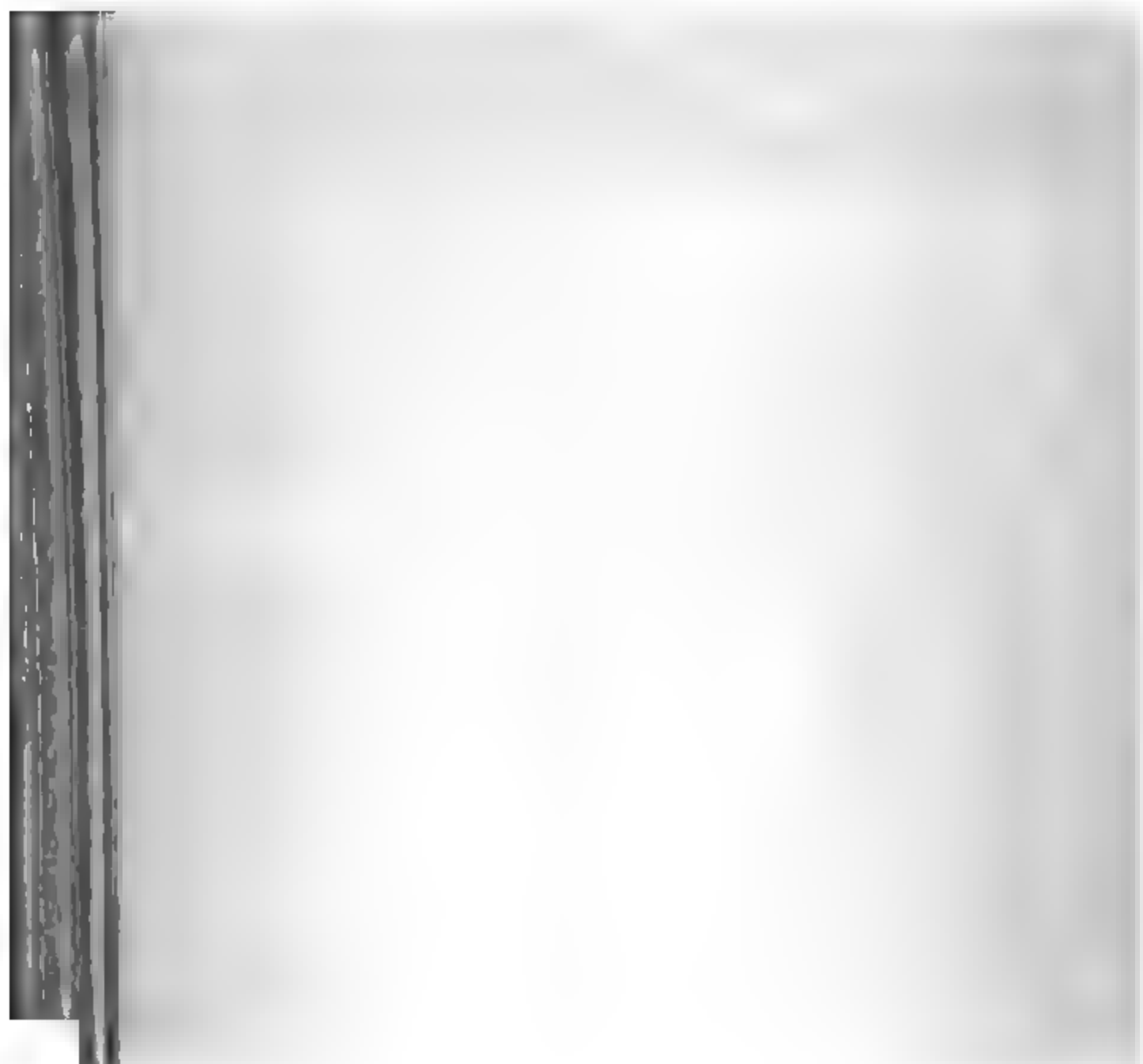
NEW YORK, October 31st, 1859.

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